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ABSTRACT

Title I is a compensatory education program supported by funds from the U.S. Department of Education. The purpose of Title I is to enable schools to provide opportunities for children to acquire the knowledge and skills described in the state content standards and to meet the state performance standards for all students. In 1999-2000, Title I provided funding to 50 schools in the Austin Independent School District (44 elementary school campuses, 5 middle schools, and 1 high school) with 60% or more students from low-income families. The 1999-2000 budget allocation for AISD under Title I, Part A funding was $13,049,773, which included some roll-forward funds from the previous year. A total of 32,497 students were served through various Title I programs. These AISD programs were funded through Title I: (1) schoolwide programs for schools where 50% of students were low-income; (2) prekindergarten; (3) the Summer Opportunity To Accelerate Reading (S.O.A.R.) program to improve literacy and reading for at-risk students; (4) year-round schools; (5) Title I summer programs for enrichment and remediation; (6) parent and community involvement; and (7) Title I migrant programs for at-risk migrant students. Activities are outlined and funding is described for each of these programs. Appendixes contain charts of participating schools, community involvement, and in-cash and other contributions for Title I schools. (Contains 9 tables and 13 references.) (SLD)

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Title I Evaluation Report, 1999-2000

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Austin Independent School District
Office of Program Evaluation

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Title I Evaluation Report, 1999-2000

Austin Independent School District

EXECUTIVE SUMMARY

Title I is a compensatory education program supported by funds from the U.S. Department of Education. The purpose of Title I is to enable schools to provide opportunities for children served to acquire the knowledge and skills described in the state content standards and to meet the state performance standards developed for all children. In 1999-2000, Title I provided funding to 50 Austin Independent School District (AISD) campuses (44 elementary schools, 5 middle schools, and 1 high school) with 60% or more students from low-income families. The 1999-2000 budget allocation for AISD under Title I, Part A funding was $13,049,773 ($11,376,525 entitlement and $1,673,248 roll-forward from the prior year). A total of 32,497 students were served with Title I, Part A funds through schoolwide programs, private schools, and neglected institutions.

Schoolwide Programs

All students at a Title I designated schoolwide campus are served by Title I. According to the U.S. Department of Education, a school can be designated a Title I schoolwide program if 50% of the children in the school's attendance zone are low-income students.

In the 1999-2000 school year, 31,943 students (25,920 elementary; 4,657 middle school; and 1,366 high school students) were enrolled in AISD schoolwide programs and benefited from Title I funding. Overall, 79% of all Title I students were classified as low income. The ethnic distribution of all Title I students was 64% Hispanic, 25% African American, 10% Anglo/Other, and 2% Asian.

Improved student achievement is the major goal of Title I. The state accountability system criteria are used to assess student performance at the Title I campuses. Some of the findings associated with student achievement at Title I schools include the following:

- Overall, the percent of Title I students passing TAAS reading, mathematics, and writing increased from 1999 to 2000. The largest increases in percentage of students passing TAAS were in writing at Title I elementary schools and in mathematics at Title I middle schools.
- There is a large achievement gap between Title I and non-Title I schools in all subject areas for students in AISD elementary and middle schools. There is a 13 to 18 percentage point difference between Title I and non-Title I TAAS passing rates when looking at all students passing TAAS reading, mathematics, and writing.
- When the TAAS passing rates for disaggregated groups are examined, it can be seen that the passing rates for African American, Hispanic, and economically disadvantaged students in Title I schools are closer to the passing rates for non-Title I students in these groups.
- This is the second year of changes to the accountability system, which recently began to include TAAS results for students in special education and Spanish-speaking students. After a decline in TAAS passing rates in 1999, the percentages of Title I students passing TAAS reading, mathematics, and writing have increased in 2000 to the same level as, or higher than, the 1998 passing rating, except TAAS reading for White students.
- When looking at achievement by grade, there is a lower percentage of Title I students passing TAAS reading (59.6%) and mathematics (63.3%) in grade 6 at *middle school* than any other grade. However, Title I grade 6 students at the *elementary* level had the highest percent passing TAAS reading (78.3%) and mathematics (80%) for all comparisons of Title I students by grade. This trend mirrors the district achievement by grade.
- Further analysis by grade and ethnicity indicates that the percentage of students passing TAAS are lower for African American, Hispanic, and economically disadvantaged groups at grade 6 and 7 at Title I middle schools than for those groups at non-Title I schools.
- The achievement gap between Title I and non-Title I students seems to be closing by grade 8 in reading and mathematics. However, the percentage of grade 8 students at Title I schools passing TAAS writing was lower than for grade 8 students at non-Title I school by 18.9 percentage points in 2000.
- Four of the nine schools designated *Low Performing* in 2000 are Title I schools. Three of the schools were rated *Low Performing* for academics and one school for dropout and attendance.

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- Three Title I elementary schools (Dawson, Maplewood, and Ridgetop) were designated *Recognized* by TEA for 2000 (80% of all students and in each disaggregated group passed in each subject area).
- TEA gave additional acknowledgment for growth in scores among peer schools in reading to Dawson and Graham elementary schools.
- None of the schools that were *Low Performing* based on percent passing TAAS in 1999 remained *Low Performing* in 2000. In fact, Blackshear, Govalle, and Wooldridge, 1999 *Low Performing* schools, made impressive gains in percentages passing TAAS in 2000.

The district challenge is to improve TAAS passing rates at all AISD campuses, particularly the Title I campuses. Four of the nine low performing schools for 2000 are Title I schools. Dropout and attendance rates are of concern for secondary AISD schools as well. Only three of the schools designated *Low Performing* were for academic performance, but, as the bar is raised and 55% of students must pass TAAS for a campus to be designated *Acceptable* in 2002, schools below the 60% level this year will need to continue to monitor achievement closely.

The following recommendations for improved student achievement are offered:

- The district will need to increase efforts to monitor achievement and find ways to assist campus staff with the challenge of raising academic achievement of all students, as well as focusing on attendance and dropout prevention.
- Mandatory districtwide training for teachers in literacy, mathematics, and writing should continue in order to improve student achievement.
- Intensive structured summer programs with strong academic focus will be needed to close the gap between Title I and non-Title I schools. The district should discourage Title I schools from having loosely structured summer programs simply because there is Title I money available. If Title I funds are used for summer programs, the programs should be assessed with a pre- and posttest instrument to measure gains.
- Title I schools should utilize reading intervention for students in grades 1-3 offered in the districtwide summer program, *Summer Opportunity to Accelerate Reading*, and use Title I funds for students in other grades for reading or for students in any grade for mathematics.
- The percentage of African American, Hispanic and economically disadvantaged students passing TAAS reading and mathematics at grade 6 and grade 7 at Title I and non-Title I schools is an issue of concern. Intervention programs are needed to target those students in need of academic tutoring.

Prekindergarten

The AISD prekindergarten program is an important contributor to reaching the state and district goal of having every student reading on grade level by the end of third grade. In 1999-2000, 57 of the 71 AISD elementary schools provided prekindergarten (pre-K) education. AISD has both half-day and full-day pre-K programs. The AISD prekindergarten program served 3,571 four-year-olds during 1999-2000. In the past, the extra half day of instruction in full-day programs was funded by Title I. In 1999-2000, AISD received a $4.6 million *Prekindergarten Expansion Grant* from the state that was used to reimburse schools that were using Title I funds to pay for the extra half day of instruction in their full-day pre-K programs. For the complete report, see OPE Publication 99.11, *Full-Day Prekindergarten Evaluation, 1999-2000*.

S.O.A.R.

The *Summer Opportunity to Accelerate Reading* (S.O.A.R.) program is AISD's elementary summer school program designed to improve reading and literacy. In June 2000, the 21-day program served 2,406 grade 1-3 students who were below grade level in reading and/or at risk of retention. The budget allocation of over $2 million was funded through federal Title I (29%), a state *Student Success Initiative* grant (33%), and local dropout prevention (38%) monies. Reading instruction was provided by 176 AISD teachers who attended professional development in the elements of balanced literacy as part of the S.O.A.R. summer program.

The average gain for all students who attended the program five days or more was 2.1 reading levels as determined by the *Developmental Reading Assessment* (DRA). This gain is equivalent to about one fourth to one half of an academic year's progress, depending on the grade level of the student. During the four-week program, 92% of all students with valid pre- and posttest scores (n=2,118) showed reading improvement by advancing one or more levels on the DRA.

The S.O.A.R. program has grown each of its three years and has shown consistent reading gains for students. In addition, a total of more than 300 AISD teachers have received valuable, hands-on training

in balanced literacy. For a complete copy of the report, see the Office of Program Evaluation Publication 99.07, *Summer Opportunity to Accelerate Reading (S.O.A.R.) Evaluation, 2000.*

Year-Round Schools

In 1999-2000, the year-round school calendar was used in 11 Title I campuses. In this program, the school year revolves around an approximate 60/20 schedule (60 days in school and 20 days out) in contrast to the traditional nine-month calendar. The breaks between the 60-day sessions are called intersessions. Students falling behind in achievement are provided supplementary instruction during these intersessions. A total of 5,929 students was enrolled at the year-round campuses in 1999-2000. One of the year-round schools, Maplewood, was designated *Recognized* by TEA for1999-2000 based on 80% of all students and 80% of students in each disaggregated group passing each of the TAAS tests. Some findings related to year-round schools include the following:

- Overall, in terms of TAAS passing rates, students in year-round schools outperformed students in regular-calendar Title I schools, but did not do as well as students in regular-calendar non-Title I schools, in all three subject areas tested.
- African American and economically disadvantaged students at year-round schools outperformed similar students at regular-calendar Title I and regular-calendar non-Title I schools in all comparisons reported. Also, Hispanic students at year-round schools achieved a higher percentage passing TAAS reading and writing than did similar students at regular-calendar Title I and regular-calendar non-Title I schools.
- After a decline in TAAS percent passing in 1999, the percentage of students passing TAAS at year-round schools was up in each subject area in 2000. These increases put the 2000 TAAS percent passing rates higher than any to date for year-round schools.

In 2000-01, there will be only eight year-round schools. Three schools, Barrington, Winn, and Wooldridge, have decided to change to the traditional schedule this year. It is expected that the district will no longer use the year-round calendar in 2002-03.

With these changes ahead for year-round schools, the following recommendations are offered:

- Achievement should be monitored at schools that have changed from the year-round calendar to a traditional school calendar to ensure that the African American, Hispanic, and economically disadvantaged students who seemed to benefit most from the year-round calendar continue to perform comparably well on the TAAS tests in 2001.
- Achievement of 2001 year-round and former year-round schools should be compared next year to investigate whether the gains made by students at the year-round schools in the past were a result of the calendar or of other school interventions for academically needy students.

Title I Summer Programs

Twenty-three Title I elementary campuses provided summer programs using their regular Title I budget, Title I roll-forward funds, or grant funds. The campuses provided enrichment and remedial services to a total of 1,310 students. Instruction for the at-risk population focused on language arts and mathematics TAAS objectives. Grade levels served were early childhood through sixth grade and included students in special education. The structure of the summer programs was decided by the staff at each school. Assessment data were not compiled for these summer programs.

Five Title I middle schools (Dobie, Fulmore, Mendez, Pearce and Webb) each received special allocations (roll-forward funds) of $200,000 for summer 2000. This action created tuition-free middle school summer programs at these campuses. In addition to classroom teachers, these Title I funds supported a site manager/principal, materials and computer labs. Language arts and mathematics TAAS objectives were the focus of the instruction for the at-risk population.

The following recommendations for use of Title I funds for summer programs are offered:

- Schools should encourage students who can benefit from districtwide programs that target specific grades and subjects (e.g., S.O.A.R.) to attend. Other summer programs using Title I funds should focus on improving achievement of students in other subjects and/or other grade levels than those offered by the district.
- The purpose of summer programs for Title I students is to improve academic achievement. Accountability is needed for all summer school programs funded by Title I. Program designs should include pre- and posttest assessment as well as other performance measures to determine program effectiveness.

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Parent and Community Involvement

Title I schools are required to build partnerships that benefit not only students and parents, but schools and communities as well. In 1999-2000, 45 Title I campuses had parent education staff to assist with parent and community involvement. The parent education staff at these schools performed the following services at Title I schools:

- Parent participation was encouraged by offering workshops, seminars, and activities designed to enhance parenting skills and to encourage participation of parents in the education of children.
- The parent education staff was successful in encouraging the support of the community. For example, Title I schools with parent education staff received $848,807 in in-kind contributions and $110,600 in cash contributions from local *Austin Partners in Education* stakeholders. Title I schools also received 101,811 hours of volunteer service during the 1999-2000 school year.

Recommendations for the parental involvement component of Title I include the following:

- Parent education staff should take full advantage of services offered by School Support Services, such as staff development and districtwide Parent Advisory Council meetings. It is recommended that a goal for next year's program is to increase parent educators' participation in these activities, supported by strong administrative (area superintendents) advocacy.
- The parent education staff should take an active role in disseminating information on successful parental involvement activities at Title I campuses in the district. Principals and central administration staff should take responsibility for ensuring that campuses throughout the district are aware of successful practices currently in place.

Title I Migrant

Six secondary AISD schools with identified at-risk migrant students were given funds to provide supplementary instructional materials/services during the school year. In 1999-2000, Johnston High School and Burnet, Mendez, Pearce, and Webb middle schools received funds for supplementary tutorial services, and Lanier High School received funds for summer school tutors.

During the regular school year, twenty-nine migrant students were provided tutorial service. A total of 47 migrant students participated in summer school activities. Migrant funds were used to pay tuition for 15 secondary students to attend summer school classes. In addition, seventeen students attended the S.O.A.R. summer program, and 15 pre-K and kindergarten students attended the LEP (limited English proficiency) summer activities.

Recommendations for Migrant Program services include the following:

- Migrant support services should survey migrant parents in the fall of the new school year to determine their training needs.
- The residency status of school age children should be determined at the time they are recruited.

Budget

The mandate for Title I funds is Public Law 103-382. The 1999-2000 AISD Title I budget consisted of the following allocations:

Title I, Part A	$13,049,773 ($11,376,525 entitlement & $1,673,248 roll forward)
Title I, Part C *(Migrant)*	$165,602
Title I, Part D, Subpart 2 *(Delinquent)*	$66,487

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TITLE I OVERVIEW

TITLE I PROGRAM DESCRIPTION

Title I is a compensatory education program supported by funds from the U.S. Department of Education. In 1999-2000, 50 Austin Independent School District (AISD) schools (44 elementary, 5 middle, and 1 high school) received Title I funds. This number includes all AISD schools with 60% or more low-income students. For a complete list of the AISD schools receiving Title I funds, see Appendix A.

Schoolwide Programs

According to the U.S. Department of Education, a school can be designated a Title I schoolwide program if 50% of the children in the school's attendance zone are low-income students. Because AISD provided services in the 1999-2000 school year to students in schools at or above the 60% low-income level, each of the 50 AISD Title I schools provided a schoolwide program.

All students at a schoolwide campus are served by Title I. In the 1999-2000 school year, 31,943 students (25,920 elementary; 4,657 middle school; and 1,366 high school students) were enrolled in schoolwide programs and benefited from Title I funding. Overall, 79% of all Title I students were classified as low income. The district's percentage of low-income students for 1999-2000 was 48%. The ethnic breakdown of all Title I students was 64% Hispanic, 25% African American, 10% Anglo/Other, and 2% Asian. Summary demographic information for 1999-2000 Title I schools and for the district is presented in Table 1.

Table 1: Demographics for AISD Title I Schoolwide Program Students and for the District, 1999-2000

	Number Enrolled	% Low-income	% Asian	% African American	% Hispanic	% Anglo/ Other
All AISD Students	77,436	47.5	2.4	16.2	45.6	35.9
All Title I Students	31,943	79.4	1.5	24.5	64.3	9.7
Title I Elem.	25,920	81.5	1.5	22.9	65.7	9.9
Title I MS Students	4,657	73.6	1.5	27.8	61.6	9.1
Title I HS Students	1,366	59.4	0.6	45.2	47.1	7.1

Data Source: AISD Student Master File

Prekindergarten Program

The half-day prekindergarten (pre-K) program is mandated and funded by the State of Texas for all four-year-olds who are limited English proficient (LEP), low income, or homeless. In 1999-2000, AISD offered pre-K programs at 57 elementary schools. Of these campuses, 23 offered half-day and 34 full-day programs. In 1999-2000, 33 of the 44 Title I elementary schools provided a full-day pre-K program and 11 Title I schools provided a half-day program.

Over the years, Title I schools have used funds to provide a full-day prekindergarten program for students. However, in 1999-2000, AISD received a $4.6 million *Prekindergarten Expansion Grant* from the state that was used to reimburse schools that had previously used Title I funds to pay for the extra half day of instruction at schools with full-day programs.

Extended Year Programs

In 1999-2000, the year-round school calendar was used in 11 Title I elementary schools. In this program, the school year revolves around an approximate 60/20 schedule (i.e., 60 days in school and 20 days out) in contrast to the traditional nine-month calendar. Three of the 11 year-round schools elected to return to a regular calendar schedule for the 2000-01 school year.

The 2000 *Summer Opportunity to Accelerate Reading* (S.O.A.R.) summer school program was held at ten elementary schools. The goal of the S.O.A.R. program was to provide early intervention to accelerate literacy learning for students entering grades 1-3 in the fall of 2000. The program spanned a 21-day period from June 1 - June 29 with over 2,400 students participating at the ten schools.

Five Title I middle schools (Dobie, Fulmore, Mendez, Pearce, and Webb) each received $200,000 for the *Title I Middle School Summer Program 2000*. Roll-forward funds were used to provide tuition-free programs that focused on language arts and mathematics skills for at-risk students.

Private Schools

Eleven private schools in the AISD attendance area received Title I funds in 1999-2000. These facilities offered additional instructional services to low-income students in prekindergarten through grade 8 using Title I funds. The number of private schools receiving Title I funds increased from nine in 1998-99 to eleven schools in 1999-2000.

Neglected or Delinquent Facility Program

Three institutions for neglected youth and five institutions for delinquent youth received funds from Title I in 1999-2000. Placement in these eight institutions was based on student delinquency, abuse, neglect, and/or emotional and behavioral problems. Title I funding provided youth at these institutions primarily with compensatory reading and mathematics services.

Parent and Community Involvement

Schools that receive Title I/Title I Migrant funds are required to build partnerships that will benefit not only students and parents, but schools and communities as well. In the 1999-2000 school year, 45 Title I schools had a parent education staff member who assisted with parent and community activities to help ensure parental representation in Title I programs.

TITLE I PROGRAM COSTS

Title I funding for a *campus* is determined by the percentage of low-income students in the school's attendance area. Schools are ranked annually based on the percentage of children from low-income families residing in their attendance area. The AISD level of service for 1999-2000 included schools with 60% or more low income; there were 44 elementary, 5 middle, and 1 high school in AISD that met this criterion. This section of the report examines the Title I allocations for the 1999-2000 school year.

The 1999-2000 budget allocation for AISD under Title I, Part A funding was $13,049,773 ($11,376,525 entitlement and $1,673,248 roll-forward from the prior year). A total of 32,525 students was served with Title I, Part A funds through schoolwide programs, private schools, and institutions for neglected youth. The approximate support per student served through Title I, Part A funding was $401. Table 2 shows the number of students served by each of the Title I programs funded under this budget in 1999-2000.

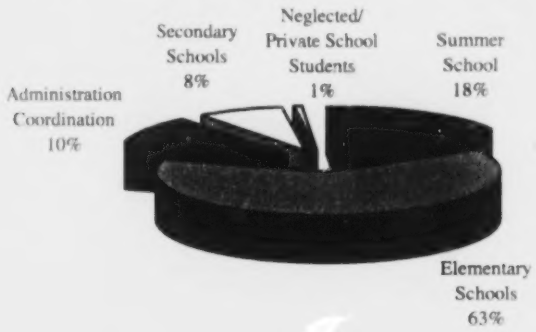
Table 2: Number of Students Served through Title I, Part A Funding in 1999-2000

Title I Program	Number of Students Served
Schoolwide Programs	31,943
Private Schools	333
Institutions for Neglected Youth	249
Total	32,525

Data Source: AISD Student Data Files and Private School Surveys

The Title I, Part A funds were used to provide services to Title I public and private elementary, middle, and high schools and to provide funds for the administration and support services offered to assist the implementation of the Title I program. Sixty-three percent of the total Title I budget was allocated for learning opportunities for elementary schools; 8% for secondary students; 18% for summer school programs at elementary and secondary Title I schools; 10% to administration, coordination, and support services. Private schools and institutions for neglected youth accounted for 1% of the total Title I, Part A budget. Figure 1 shows the percentage of Title I funds allocated for each budget area in 1999-2000.

Figure 1: Title I Budget Allocations for 1999-2000

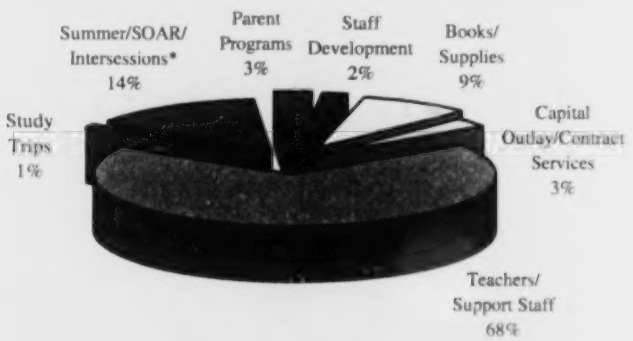


The data sources for Figures 1-5 are the AISD Title I Budget Allocation Sheets. Seventy-one percent of Title I 1999-2000 funds were allocated directly to the AISD Title I campuses, a total of $9,272,656. Individual campuses made decisions about the use of their allocations according to federal guidelines. In addition, $2,377,931 (18%) was allocated for summer school programs ($900,000 for S.O.A.R. and $1,479,931 Title I roll-forward funds). This represents a total of 89% of the 1999-2000 allocation budget going directly to AISD campuses and summer programs.

Elementary School Funding

Title I elementary students benefited from the allocation of $8,213,768 directly to the 44 Title I elementary campuses and from the allocation of $1,275,334 for summer programs for elementary at-risk students. A total of $9,489,102 (73% of the total AISD Title I budget) was available in 1999-2000 to support learning opportunities for Title I elementary students. At the campus level, Title I funds were used for salary and benefits for additional teachers (e.g., pre-K, technology) and support staff, parent programs, professional development, books and supplies, capital outlay, software, stipends, and study trips. The largest portion (68%) of the Title I funds distributed to elementary schools was used for teacher and support staff salaries. In addition, elementary students benefited from the *Summer Opportunity to Accelerate Reading* (S.O.A.R.) summer program ($900,000 allocation) and the summer school programs funded by roll forward funds at 19 elementary schools ($375,334 allocation). Figure 2 shows funds allocated for the benefit of Title I elementary students in 1999-2000.

Figure 2: 1999-2000 Title I Elementary School Allocation



* Includes funds for salaries and benefits.

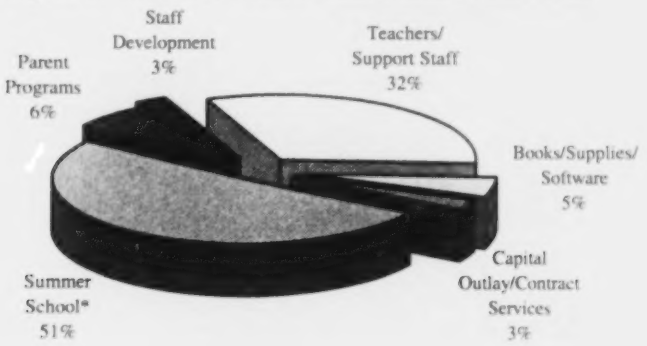
Middle School Funding

In 1999-2000, five AISD middle schools and one non-Title I school received Title I funds. (Paredes Middle School opened in mid-year, and Title I summer school funds were allowed to follow Title I students who moved to that school.) Title I middle school students benefited from the allocation of $995,507 directly to the campuses and from the allocation of $1,104,597 for summer programs for middle school at-risk students. A total of $2,041,494 (16%

of the AISD Title I budget) was available in 1999-2000 to support learning opportunities for Title I middle school students.

The middle schools used the majority of their funds (51%) for summer school in 1999-2000. Figure 3 shows the percentage of Title I funds used by middle schools in 1999-2000 in the areas of instruction (teacher and support staff); parent programs; staff development; books, supplies, and software; capital outlay and contract services; and summer school.

Figure 3: 1999-2000 Title I Middle School Allocation



* Includes funds for salaries and benefits.

High School Funding

Reagan High School was the only high school to receive Title I funds in 1999-2000. The allocation that went directly to the Reagan campus was $63,381. Reagan used Title I funds for books and supplies, capital outlay, staff development, and study trips. An additional $58,610 was available from the roll forward funds for summer school. A total of $121,991 (1% of the AISD Title I budget) was available in 1999-2000 for learning opportunities for Title I high school students. Figure 4 shows the percentage of Title I funds allocated to high schools in 1999-2000 by category.

Figure 4: 1999-2000 Title I High School Allocation

* Includes funds for salaries and benefits.

By comparing Figures 2-4, it can be seen that elementary, middle, and high schools tended to allocate their funds differently. In general, elementary schools directed more of their funds for salaries than did middle or high schools (68%, 32%, and 0% respectively). The one high school reserved a much larger proportion of its allocation for professional development than did other types of campuses (2% at elementary, 3% at middle school, and 32% at high school level). Funding for summer school programs was a smaller portion of the elementary allocation (14%) than the middle school (51%) and the high school (48%) allocation.

Private Schools

The 1998-99 allocation for the 11 private schools that participated in the Title I program totaled $65,375. A total of 333 students at the private schools met the criteria to be served with Title I funds. A description of the private school uses of Title I funds can be found in the private schools section of this report.

Facilities for Neglected or Delinquent Youth

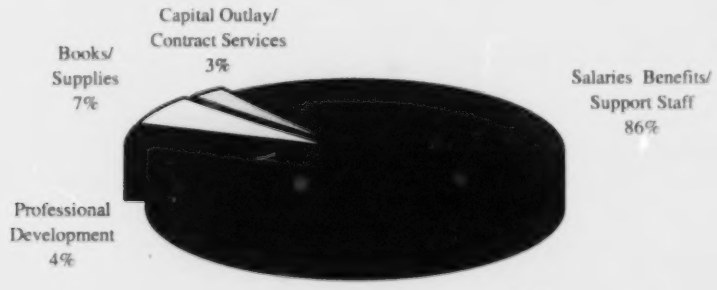
Eight institutions for neglected or delinquent (N or D) youth served residents during the 1999-2000 school year with Title I funds. The three institutions for neglected youth, Helping Hand Home, Lifeworks/Youth Option, and Settlement Home served 249 residents and received a total of $10,400 in Title I funds in 1999-2000.

Institutions for delinquent students receive funds from Title I, Part D, Subpart 2. The five institutions for delinquent youth (Gardner-Betts, Oaks Treatment Center, Phoenix Academy of Austin, Travis County Leadership Academy, and Turman House) served 1,542 residents and received a total of $66,487 in 1999-2000. A full description of the programs for neglected and delinquent youth funded under Title I can be found in the program description section of this report.

Administrative/Coordination Funding

The budget to support and coordinate Title I funds in 1999-2000 was $1,400,583 (10% of the total Title I budget). The services included salaries and benefits for the instructional coordinators, pre-K coordinator, Reading Recovery teacher leaders, technology facilitator, volunteer coordinator, and visiting teachers; parent programs; professional development; and general administration for Title I. These services provide administrative support that added to the overall quality of the Title I instructional program. Figure 5 shows the percentage of funds allocated for Title I administrative support services.

Figure 5: 1999-2000 Administrative Support Allocation



Summary and Recommendations

The 1999-2000 budget allocation for AISD under Title I, Part A funding was $13,049,773 ($11,376,525 entitlement and $1,673,248 roll-forward from prior year). A total of 32,497 students were served with Title I funds through schoolwide programs, private schools, and institutions for neglected youth.

Title I funds are used to benefit students at campuses with high percentages of low-income students. Decisions about how funds are used at the schools are made by the campus leadership to address the needs of their students. Title I funds are distributed throughout AISD schools from pre-K to grade 12.

One of the recommendations from the 1998-99 evaluation was that the Title I program "make a concerted effort to ensure that campuses make strategic use of all funds during the year in which they are allocated to maximize the benefits that Title I can provide to students in need." The roll-forward funds (a total of $1,4479,931) were used for summer programs to benefit Title I students at elementary, middle, and high schools in 1999-2000. While summer programs at individual Title I campuses did not complete formal assessments, the S.O.A.R. reading program was evaluated and proved to be effective in teaching reading to students who were below grade level in reading. It is recommended that, if Title I monies are used to fund summer programs at individual campuses, the summer programs be evaluated to determine their effectiveness.

FULL-DAY PREKINDERGARTEN

The AISD prekindergarten program is an important contributor to meeting the state and district goal of having every student reading on grade level by the end of third grade. In 1999-2000, 57 of the 71 AISD elementary schools provided prekindergarten (pre-K) education. AISD has both half-day and full-day pre-K programs. The AISD prekindergarten program served 3,571 four-year-olds during 1999-2000.

Program effectiveness for pre-K was determined by gains from pretest to posttest on the English language *Peabody Picture Vocabulary Test-III* (PPVT-III) and the Spanish language *Test de Vocabulario en Imágenes Peabody* (TVIP). The PPVT-III and TVIP measure knowledge of receptive (hearing) vocabulary.

For the first time in a three-year study, students served in full-day programs have shown greater gains in achievement than half-day students during the school year. The gains for Spanish-speaking full-day students on the TVIP and for monolingual English full-day students on the PPVT-III were found to be significantly higher than gains for similar students in half-day pre-K programs.

In 1999-2000, there were 179 prekindergarten classrooms in AISD. A look at gains on the PPVT-III and TVIP for the 93 bilingual classrooms and on the PPVT-III for 86 English only classrooms reveals the following general observations about average overall gains:

- Overall, all bilingual pre-K classes showed an average gain in either English or Spanish.
- Students in 77% of the bilingual pre-K classes showed an average gain in both English and Spanish.
- Students in 13% of the bilingual pre-K classes showed an average gain in English and an average loss in Spanish.
- Students in 10% of the in bilingual pre-K classes showed an average gain in Spanish and average loss in English.
- Students in 99% of the English-only or ESL classes had an average gain on the PPVT-III.

In the past, the extra half day of instruction was funded by Title I. In 1999-2000, AISD received a $4.6 million *Prekindergarten Expansion Grant* from the state that was used to reimburse schools that were using Title I funds to pay for the extra half day of instruction in their full-day pre-K programs. The grant monies allowed the Title I schools with full-day programs to fund other initiatives (i.e., summer school and instructional materials) at their campuses. In the absence of *Prekindergarten Expansion Grant* funds, Title I monies are used to fund the extra half-day of instruction at Title I schools with full-day pre-K programs.

Recommendations

The pre-K program can make a difference in the success of students in later years of school. Full-day programs were more successful in raising achievement levels in 1999-2000 than in previous years. In 2000-01, AISD will use funds from the state *Prekindergarten Expansion Grant, Cycle 2* to provide training on the state pre-K curriculum guidelines (all pre-K teachers) and on new curriculum (full-day pre-K teachers). This training may have additional impact on

the PVT-III and TVIP achievement for prekindergarten students.

Title I half-day students showed lower gains than Title I full-day students in all comparisons in 1999-2000. Schools with full-day pre-K that are considering changing to a half-day program may want to look at this finding when considering what is best for their pre-K students.

It is important to know how prepared the prekindergarten students will be when they get to kindergarten. Although 100 is the national average score, there is an average range (low average to high average) for both the PPVT-III and the TVIP of 85-115, which is one standard deviation from the mean. Each score was examined to determine if it fell within this range for all students taking the PPVT-III, all students taking the TVIP, Spanish LEP students taking the PPVT-III, and monolingual English students only on the PPVT-III. Analysis of these data revealed that 58% of all students (including Spanish LEP students) who took the PPVT-III scored in the average range at the posttest, 63% of all Spanish LEP students scored in the average range on the TVIP, and 82% of monolingual English students scored in the average range on the PPVT-III.

Some changes are occurring in prekindergarten this year. Three Title I schools (Blanton, Houston, and Linder) that have offered full-day programs in the past will offer half-day programs in 2000-01. In addition, three of the schools that have been year-round schools (Barrington, Winn, and Wooldridge) will follow the traditional school calendar in 2000-01.

The PPVT-III and TVIP will be the only formal assessments for pre-K in 2000-01. The *Primary Assessment of Language Arts and Mathematics* (PALM), an assessment developed by AISD for pre-K through grade 2 will no longer be used. In 2000-01, AISD adopted the *Texas Primary Reading Inventory* (TPRI) to satisfy the state requirement for assessment of kindergarten through grade 2 students. The TPRI does not include a pre-K assessment. Therefore, the PPVT-III and TVIP testing will continue to be an important part of the pre-K evaluation for 2000-01. The following recommendations are offered:

- Continue to monitor progress of Spanish LEP pre-K students to substantiate the preliminary findings of differential achievement gains in full-day vs. half-day programs.
- Compare test results of pre-K students in Title I schools that have reverted to half-day programs with results of pre-K students in Title I schools that continue to serve students in a full-day setting.
- Closely monitor the progress of children who are below average on PPVT-III and TVIP assessments and other teacher assessments through kindergarten and the early grades to make sure that intervention and assistance is available to them in language and literacy (e.g., S.O.A.R. or LEP summer school, Reading Recovery, literacy groups).
- Investigate the effects of professional development on student learning in full-day pre-K programs.
- Share PPVT-III and TVIP results for bilingual pre-K students with bilingual administrative and evaluation staff to support the LEP summer school efforts.

For the complete prekindergarten evaluation report, see Office of Program Evaluation publication 99.11, *Full-Day Prekindergarten Evaluation, 1999-2000.*

EXTENDED YEAR PROGRAMS

SUMMER OPPORTUNITY TO ACCELERATE READING (S.O.A.R.)

The *Summer Opportunity to Accelerate Reading* (S.O.A.R.) program is AISD's elementary summer school program designed to improve reading and literacy. In June 2000, the 21-day program served 2,406 grade 1-3 students who were below grade level in reading and/or at risk of retention. The budget allocation of over $2 million was funded from federal Title I, a state *Student Success Initiative* grant, and local dropout prevention monies. Reading instruction was provided by 176 AISD teachers who attended professional development in the elements of balanced literacy as part of the S.O.A.R. summer program.

Major Findings

Program effectiveness for S.O.A.R. was assessed based on the *Developmental Reading Assessment* (DRA). Valid pre- and posttest scores reveal the following information for all students (n=2,118) and for those students who attended 19-21 days (n=1,422):

Program effectiveness for S.O.A.R. was based on the *Developmental Reading Assessment* (DRA). Valid pre- and posttest scores reveal the following information for all students (n=2,118) and for students who attended at least 19 days, 90% of the 21-day program (n=1,422):

- The average gain for all students was 2.1 reading levels as determined by the DRA. This gain is equivalent to about one-fourth to one-half of an academic year progress, depending on the grade level of the student. During the four-week program, 92% of all students showed reading improvement by advancing one or more levels on the DRA.
- The average gain for students who received a complete program (at least 19 days) was 2.2 reading levels as determined by the DRA. During the 21-day program, 93% of students with a complete program showed reading improvement by advancing one or more levels on the DRA.
- Of the 129 students who pretested at Level A (the lowest level), only 20 (1%) remained at this level at the end of S.O.A.R.
- The program has shown consistent gains for students from 1998 to 2000 even as the enrollment has increased six fold. In fact, each year has seen an increase in the percent of students making gains of one or more levels.
- Thirty-six percent (604) of the students who began S.O.A.R. below grade level ended the program at or above grade level.
- A total of 450 students (21%) scored at or above grade level at the pretest.

Recommendations

The S.O.A.R. program has grown and evolved during its three years of existence. Although negative comments were made by teachers about some aspects of S.O.A.R. 2000, the overall program was praised for its structure and design. The following recommendations are offered:

- *Continue the S.O.A.R. program for summer 2001.* The program has proven successful for approximately 4,000 students in its three summers of operation. Students have consistently shown average gains of two reading levels or more each year. An additional benefit is that S.O.A.R. teachers receive professional

development and hands-on learning in balanced literacy that they can use in their classrooms throughout the year.

- *Recognize S.O.A.R. as "the" AISD program for reading intervention for grades 1-3.* There are many summer programs at individual AISD schools that compete with S.O.A.R. for resources, teachers, and student attendance. This year, at least 13 Title I schools had reading and literacy summer programs that targeted some of the same students served by S.O.A.R. If campus sponsored summer reading programs continue in AISD, these programs should be evaluated for effectiveness to assure that students are receiving effective reading intervention. Otherwise, S.O.A.R. should be the model for summer reading intervention in the early grades.
- *Increase staffing for S.O.A.R.* Even though the program has grown each year, no additional staff have been added. The district should consider appointing a director for summer programs who has limited additional duties during the regular school year. Reasons for this include the need for increased and/or enhanced districtwide summer programs as the state moves toward stronger accountability for promotion. Additional support staff (clerical support and bilingual mentor teachers) are needed to continue the program at its current 2000 enrollment and beyond.
- *Maintain the current average class size of 14:1.* While the average class size in 2000 was 14 students, 34% of classrooms had from 15-19 students. Sixty percent of the bilingual classes had 15 or more students. The DRA results do not indicate a difference between this year's average gain of 2.1 reading levels, when the average class size was 14:1, and previous years' gains when the class size was 9:1 in 1998 (average gain of 1.9) and 12:1 in 1999 (average gain of 2.0). However, teachers are very sure that one of the reasons this program works is because of a small class size. Teachers of large classes say that a class size of 17-19 students does not allow for the amount of one-on-one and small group reading instruction students need. As the number of Spanish-speaking students attending S.O.A.R. increases, it is necessary to hire more bilingual teachers to achieve an actual class size of 14:1.
- *Restructure the training to take into account the fact that many of the teachers have received the same training in previous summers or in balanced literacy classes.* Teachers, mentor teachers, and principals offered many suggestions for changing the training model, but said that the training should be consistent for all grade levels. The director of S.O.A.R. 2001 and experienced teachers and mentor teachers should meet to brainstorm ideas for a new training model. Some of the ideas suggested by teachers included more hands-on training with the S.O.A.R. materials and breakout sessions to offer a more in-depth training for experienced teachers, while new teachers receive the current orientation training for balanced literacy.
- *Develop and uphold stricter eligibility requirements to include only students who are below grade level in reading at the end of the school year.* Principals and teachers would need to be educated on the purpose of S.O.A.R. and how to identify these students. With the money saved by not including the 239 students who were above grade level at the beginning of S.O.A.R., the program would have $170,407 ($713 estimated per student cost) to hire additional staff, purchase materials, enhance professional development, or serve additional students who are below grade level.

- *Develop a policies and procedures manual for S.O.A.R. teachers and principals available prior to the beginning of the summer program.* Teachers and principals requested a manual that would include specific information about the curriculum, classroom procedure, employment issues, eligibility requirements, and attendance and behavior policies. This could lay the groundwork more clearly for teachers and principals and reduce the frustration for teachers who believed that all expectations were not made clear this year.
- *Revise the registration forms to include information about special needs and LEP status to improve staffing and grouping of children.* Valuable teacher time was required this year to determine special needs and LEP status of students. Instruction will go more smoothly if teachers and principals are aware of special needs situations in advance.

The data indicate that the structure of the S.O.A.R. program can withstand change and growth and still be an effective reading intervention. The program should focus on providing reading intervention to those students who are below grade level in reading. Training, supervision, and materials need to be of utmost quality to accomplish this goal.

For a complete copy of the report, see the Office of Program Evaluation Publication 99.07, *Summer Opportunity to Accelerate Reading (S.O.A.R.) Evaluation, 2000.*

TITLE I REGULAR SUMMER PROGRAM 2000

Twenty-three Title I elementary campuses received special allocations for summer activities. The campuses provided enrichment and remedial services. The focus of the instruction for the "at-risk" population was TAAS (*Texas Assessment of Academic Skills*) or TEKS (*Texas Essential Knowledge and Skills*) oriented language arts and mathematics. Summer student populations were inclusive of special education students and grade levels included early childhood (EC) through sixth grade.

The twenty-three Title I schools served a total of 1,310 students across campuses. The demographic distribution of these students includes the following:

- 52% were male;
- 68% were Hispanic;
- 25% were African Americans;
- 7% were Anglo/Other;
- 28% met the criteria for low income;
- 1.3% were migrant students; and
- 95% were promoted to the next grade level for school year 2000-2001.

The highest concentration of students was at the third grade level.

Conclusions and Recommendations

Review of the Title I elementary summer program goals and outcomes indicate that the activities and resources funded by Title I were effective. However, the number (28% or 367) of low income students participating in the summer program was too small for Title I evaluation staff to draw conclusions on the program's effectiveness with low-income students only.

TITLE I MIDDLE SCHOOL SUMMER PROGRAM 2000

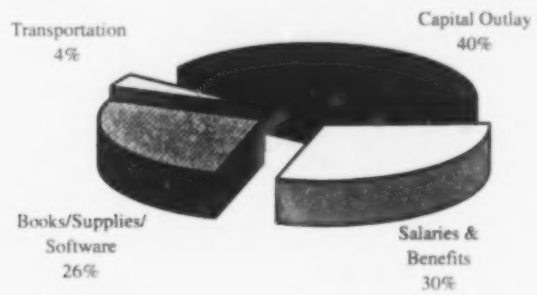
Five Title I middle schools (Dobie, Fulmore, Mendez, Pearce and Webb) each received special allocations of $200,000 for summer 2000. This action created tuition-free middle school summer programs at these campuses. In addition to classroom teachers, these Title I funds supported a site manager/principal, materials and computer labs.

The focus of the instruction was TAAS or TEKS oriented language arts and mathematics for the at-risk population. Mainly, student selection was based on second semester at-risk status, along with school staff recommendations and special requests. Because students with special education needs were included in all grade levels at all schools involved, specialized summer school curricula were generated during strategy sessions to assist them to meet their needs.

Middle School Summer Budget

The budget allocation for the middle school summer program was $1,000,000. The largest budget expense was capital outlay (40%), which included the purchase of computer labs or additional computers for existing labs. Thirty percent was spent on campus staff, including site managers, teachers, counselors, and parent training specialists. Supplies, books, and software were the next largest expense, using 26% of the budget. Transportation and other student-related expenses were covered at a cost of $37,530 (4% of the budget). Figure 6 shows the percentages of actual expenditures for the summer program by category.

Figure 6: Title I Middle School Summer Program 2000 Allocations



Data Source: AISD Title I Migrant Budget Allocation Sheet

Evaluation Design

In summer 2000, the Title I evaluation staff conducted a study of the middle school program. Both quantitative and qualitative data were analyzed in the evaluation.

Teacher and parent educator surveys were designed to gather data about collaboration between staff and site managers, program planning, staff development, pre- and posttest measurement of students, and parent involvement at the campus during the summer program. The program administrator's interview provided information about management and program operations, implementation strategies, and outcome expectations.

Program Descriptions

Dobie

The site manager for Dobie's summer school activities described the program as having multiple curricula. The first curriculum at Dobie operated on a half-day schedule (8-12 noon) and the focus was on students at risk of being retained in their current grade. Approximately 160 students enrolled in the special summer mathematics and language art classes. The students were recruited based on their regular class work, grades, and TAAS scores. Mr. Ngo and the counselors conducted the reviews.

The second curriculum, an ESL (English as a Second Language) activity, was an enrichment component with approximately 65 students in attendance. Students attended classes from 8:00 AM – 4:00 PM. The morning hours were spent in mathematics and language arts activities and the afternoon hours were devoted to elective activities such as art and sports. ESL student recruitment was based on each student's entry date into the United States.

A third component, Prime Time, was financed by a 21st Century grant. This was an elective enrichment program. Students were recruited through ads placed in the school's newspaper. Approximately 40 students enrolled in these classes.

Summer school staff used TAAS and TEKS objectives to design the summer curriculum, create pre- and posttests, and modify teaching strategies to accommodate students learning at a slower pace. Students in special education were mainstreamed into the general curriculum. Students' grades and promotions from current grade level to the next were based on completed assignments, attendance, and behavior.

Staff attended three hours of staff development prior to the beginning of summer school and two additional sessions during the summer. These sessions focused on curriculum, direct teaching strategies, motivational props for teachers and students, classroom management, and teacher expectations.

Fulmore

Fulmore's summer program addressed three student populations: students who are currently in grades 6-8 and at-risk of being retained because of poor attendance, failing grades and/or failing TAAS; ESL students; and students in special education selected to participate in the summer program because of attendance problems. The primary focus of the program was to help students meet promotion requirements and to prevent their dropping out of school.

The students were recruited for participation based on final course grades, TAAS scores, attendance, and recommendations from teachers and counselors. Class size was small (14:1), and students were placed at the grade level that best met their instructional needs.

The instructional setup for the ESL students employed three bilingual teachers (one for mathematics and two for reading) and one bilingual full-time teacher aide. The mathematics teacher served 50 students with the help of the full-time aide, and each reading teacher served 25 students. The site manager and counselor conducted daily walk-throughs and gathered oral data from the teachers, counselors, and students that helped them assess the students' progress.

Mendez

The mission of the summer program at Mendez was to provide students with a balanced and comprehensive instructional plan in reading and mathematics in a real-world context. Because Mendez Middle School is located in the extreme southern area of AISD's boundary lines and the neighborhood is fairly self-contained, the teachers developed general reading and mathematics objectives that included multiple real world applications such as securities, robotics, and a trip to a local wastewater plant.

The target group for the summer program was students at risk of failing reading or mathematics, and recruitment was based on the students' reading and mathematics TLI (Texas Learning Index) scores. Any student with a TLI of 69 or below was considered eligible for the summer activities. Also, other at-risk factors such as attendance; behavior; and parent, teacher, and counselor recommendations were used in the selection process.

Pearce

Pearce Middle School focused on teaching reading and mathematics, although science and social studies classes were also taught. Two periods of mathematics and reading were offered each day along with one each of science and social studies. The program served students who were sixth, seventh and eighth graders in 1999-2000. Additionally, fifth grade students from Pearce's elementary feeder schools (Andrews, Blanton, Harris, Norman, Pecan Springs, and Sims) were recruited to participate in the summer program.

The site managers set a low pupil-teacher ratio of no more than 14:1, and selected a specific reading strategy developed by Dr. Marty Hougen, AISD administrative supervisor for Services for Students with Dyslexia and Learning Differences, for use across the disciplines.

Student recruitment was based on at-risk tendencies exhibited during the regular school year. Students' May TAAS scores, age, and previous retention histories were also part of the selection process.

All summer program teachers were required to participate in 12 hours of staff development that pertained to teaching reading. Also, the summer program administrators offered two additional days of staff development provided an AISD secondary mathematics supervisor.

Webb

Webb Middle School's curriculum focused on language arts and mathematics, and was organized in grade levels with two teams for each grade level. Resource instruction was available for any student who demonstrated an academic deficit below the fourth grade level. The remedial component included bilingual and regular special education populations.

The class day consisted of two class periods that were two hours each in length. Students eligible for resource were pulled from the main classroom for half-hour periods and provided specific instruction in language arts and mathematics. The site manager and school staff used AISD's Potential Retainees List and teacher, counselor, and parent recommendations to recruit the students for the program.

Four of Webb's summer program instructors met in April and May to plan teaching strategies. The language arts curriculum was organized around TAAS objectives, and mathematics resources were organized using the Connected Mathematics Program (CMP) curriculum at each grade level. The summer school site manager and the strategies organizers provided two days of staff development in May for the teaching staff.

Teacher Survey Results

Sixty-four teachers responded to the summer school survey. Review of their responses indicates that the majority of teachers worked with their site managers in planning their summer program goals and felt that the staff development they received was specific to the strategies they were using in their classrooms. Also, the majority stated that their teaching strategies were tailored for use with at-risk students and that the program as implemented would provide students with the necessary remediation.

The teachers described a variety of instructional strategies they used in their classrooms. The most frequently cited strategies included small group settings; peer tutoring; cooperative learning; DISSECT, a problem-solving process; and Litstart, a long-word decoding process. Also, the teachers reported that they used a wide variety of pre- and posttest instruments to assess student progress. See Table 3 for a summary of survey responses by campus.

Table 3: Average Responses to Multiple Choice and Percent Responding to Yes/No Questions on the Middle School Summer 2000 Teacher Survey, by Campus

Survey Questions	Dobie (n=11)	Fulmore (n=10)	Mendez (n=13)	Pearce (n=15)	Webb (n=15)	All (n=64)
The school staff and program manager worked together in planning the goals for our program.	4.8	4.8	4.6	4.9	4.5	4.8
The staff development I received is specific to the strategies I am using in my summer school classroom.	4.5	4.0	4.3	4.7	4.5	4.5
My teaching strategies were tailored for use with at-risk students.	4.6	4.8	4.2	4.4	4.4	4.5
The program as implemented will provide students with necessary remedial skills.	4.6	4.6	4.2	4.5	4.2	4.5
I will use these strategies in my classroom during the regular school year.	100% (Y)	80% (Y) 20% (N)	92% (Y) 8% (N)	100 % (Y)	93% (Y) 7% (N)	94% (Y) 6% (N)
If you answered no to question five please explain your answer here.		Regular class too large	Skills are remedial in nature		Different subject area	

Note: Scale is as follows: 5=Strongly Agree; 4=Agree; 3=Unsure; 2=Disagree; 1=Strongly Disagree
0=Did not receive, Y=Yes, and N=No

Parent Involvement Survey Results

All five schools had current parent educators or persons serving in that position during summer school. The parent educators were asked to describe the activities they performed during summer school and the activities that were different in the summer school program than in

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the regular school program. The parent educators indicated that they mailed flyers and letters, and made phone calls or home visits recruiting registration of students for summer school. Once summer school got under way, the parent educators conducted activities that involved parents in campus life, such as parents shadowing their child from class to class throughout the school day; eating lunch with their child; making classroom observations; and chaperoning field trips. Further, they notified parents about their child's progress through phone calls, prompt sheets (a list of accomplishments), and teacher notes. The parent educators reported that smaller classes, attendance recording, and more personal contact with students and parents were the major differences between the summer and regular programs.

Title I Summer School Administrator

The summer school administrator reviewed program descriptions and goals for the Title I middle schools. All program descriptions were collaborations between site managers and the administrator. Three planning sessions were held for the site managers prior to the beginning of summer school to discuss curriculum design and format, student assessment, staff development, and general administrative procedures.

Based on previous experiences with "rushed" summer program implementations, the administrator suggested starting the summer program implementation activities earlier in the year (e.g., in January) to eliminate budget crunches and last-minute decision-making. She expressed expectations that the lower pupil-teacher ratios would play an important role in improving the students' social skills, contribute to gains in self-esteem, and make the transition from one grade to the next smoother.

Qualitative Data

When the middle school summer program was in its early stages of development, the intention was that its structure would be modeled on the district's S.O.A.R. program, which requires pre- and posttest information to help determine program effectiveness. Several factors prevented this goal from being met, however. First, there was no overriding structure to the program as there is in S.O.A.R., because each campus design activities that would best meet the diverse needs of their students. Consequently, there is no consistency to the pre/post information gathered across the five campuses and the reliability of the information reported by campus varies depending on the instruments used.

Several of the campuses reported that they used assessment instruments such as the *Brigance*. Several reported that they used portions of the TAAS released tests (e.g., writing prompt or objective-level items only). Other campuses reported a mixture of assessment instruments, including teacher checklists.

Demographic Data

In summer 2000, six hundred and eighteen students were served at the five Title I middle school campuses. Of these students, 60% were male, 65.8% were Hispanic, 28.5% were African American, and 5.7% were Anglo/Other. Seventy-two percent met the low-income criteria, and 90% of the students were promoted to the next grade for school year 2000-2001. Table 4 shows the number and percentage of summer middle school students served by grade.

Table 4 : Percentage of Summer Middle School Students Served by Grade

Grade	# Students	% Students
5	55	8.9
6	180	29.2
7	206	33.2
8	177	28.7
Total	618	100

Conclusions and Recommendations

Title I staff conducted several activities, (e.g., surveys, site visits, and student data entries) to establish baseline information for evaluation and program improvement efforts. Evaluation of the middle school summer project for program effectiveness is based on the middle school summer project goals or objectives to reach, teach, and keep students in school whose at-risk status of current grade level retention had been determined by the second semester of school year 1999-2000. Students were provided tuition-free opportunities to re-take courses failed during regular term, make up attendance deficits, participate in behavior modification, and receive training in transition from middle school to high school.

Review of the middle schools goals/objectives and outcomes, promotion and retention data indicates that the activities and resources funded by Title I have been effective in supporting the middle school summer programs that were designed to help students meet promotion requirements, prevent drop out, raise the self esteem of "at risk" students, and make special education students' transition or main streaming into regular classroom settings easier.

This first program was planned in a tight timeframe, which contributed to the fact that the evaluation piece did not receive adequate attention. However, if there is a similar program next year, program managers should establish guidelines for pre/post measurements, starting summer program activities earlier in the school year (e.g., January of the current school year), and campus administrators should collaborate with the Office of Program Evaluation to determine the instrument(s) that will best meet their needs.

YEAR-ROUND SCHOOLS

The Austin Independent School District has been involved in year-round education since the 1992-1993 school year. In 1999-2000, the 11 AISD schools that followed the year-round calendar were Allan, Barrington, Becker, Maplewood, Metz, Ortega, St. Elmo, Sanchez, Widen, Winn, and Wooldridge elementary schools. All of these schools received Title I funds. A total of 5,929 students were enrolled at the year-round campuses in 1999-2000. One of the year-round schools, Maplewood, was designated *Recognized* by TEA for 1999-2000 based on an 80% passing rate in each TAAS subject for all students and students in each disaggregated group (Hispanic, African American, White, and economically disadvantaged).

In the year-round program in AISD, the school year revolves around a modified 60/20 schedule (approximately 60 days in school and 20 days out) in contrast to the traditional nine-month calendar. The breaks between the 60-day sessions are called intersessions. Students falling behind in achievement are provided supplementary instruction during the fall and spring intersessions. Of the 5,929 students served by year-round schools, 70% were Hispanic, 21% were African American, and 9% were Anglo/Other. Eighty-one percent of year-round students are from low-income families.

TAAS Results by Subject

In 1999-2000, TAAS results for year-round schools as a group were compared to regular-calendar Title I schools and to regular-calendar non-Title I schools. Regular-calendar Title I schools give the closest comparison of similar students served.

TAAS scores used for these analyses are based on accountability data as reported by TEA (i.e., the October subset). Figures 7 and 8 present results of spring 2000 TAAS testing by percent passing and by average TLI for these comparison groups. Overall, in terms of percent passing TAAS, students in year-round schools outperformed students in regular-calendar Title I schools, but did not do as well as students in regular-calendar non-Title I schools, in all three subject areas tested. The same is true for the average TLI comparison between year-round schools, regular-calendar Title I schools, and regular-calendar non-Title I schools.

Figure 7: Percent Passing 2000 TAAS by Subject for Year-Round Title I, Regular-Calendar Title I, and Regular-Calendar Non-Title I Students

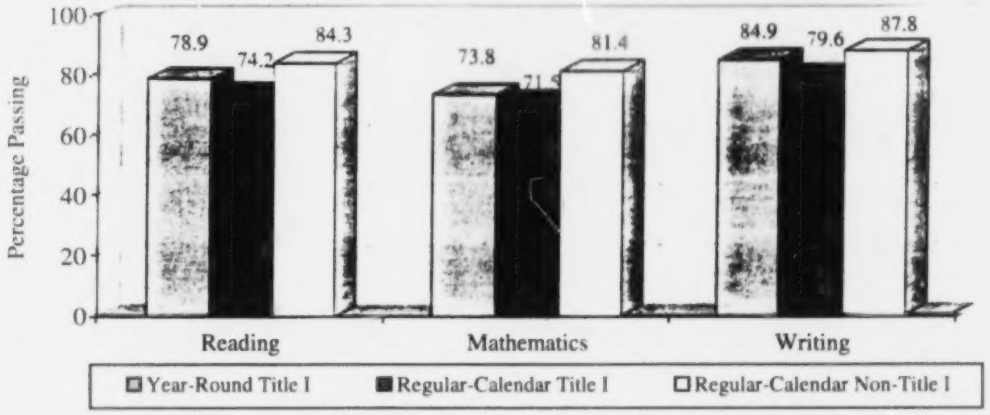

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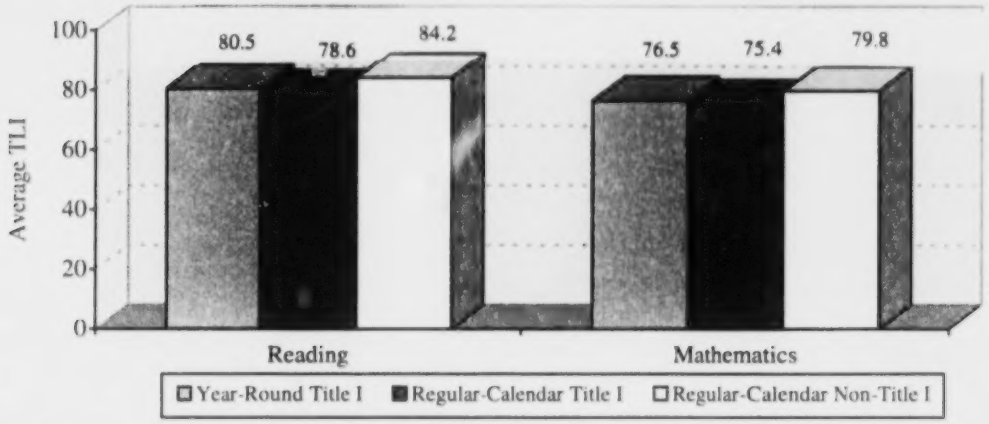
Figure 8: 2000 TAAS Average TLI by Subject for Year-Round Title I, Regular-Calendar Title I, and Regular-Calendar Non-Title I Students



TAAS Results by Disaggregated Group

Using TAAS data for disaggregated groups may give a clearer picture of the affect of year-round schools for Title I students. Figures 9-11 present the 2000 passing rates for TAAS reading, mathematics, and writing for year-round schools, regular-calendar Title I schools, and regular-calendar non-Title I schools by disaggregated groups. It can be seen from these figures that, during the 1999-2000 school year, the year-round schools consistently outperformed regular-calendar Title I schools on each of the indicators reported, except White (n=20). Further, African American (n=425) and economically disadvantaged students (n=1,567) at year-round schools outperformed similar students at regular-calendar non-Title I schools in all comparisons reported. Also, Hispanic students at year-round schools achieved a higher percentage passing TAAS reading and writing than did similar students at regular-calendar non-Title I schools. This pattern of year-round schools having a beneficial effect on economically disadvantaged students is backed by research and has been apparent with the AISD year-round schools since the first evaluation of the AISD year round schools in 1996-97.

Figure 9: Percent Passing 2000 TAAS Reading for Year-Round Title I, Regular-Calendar Title I, and Regular-Calendar Non-Title I Students by Disaggregated Groups

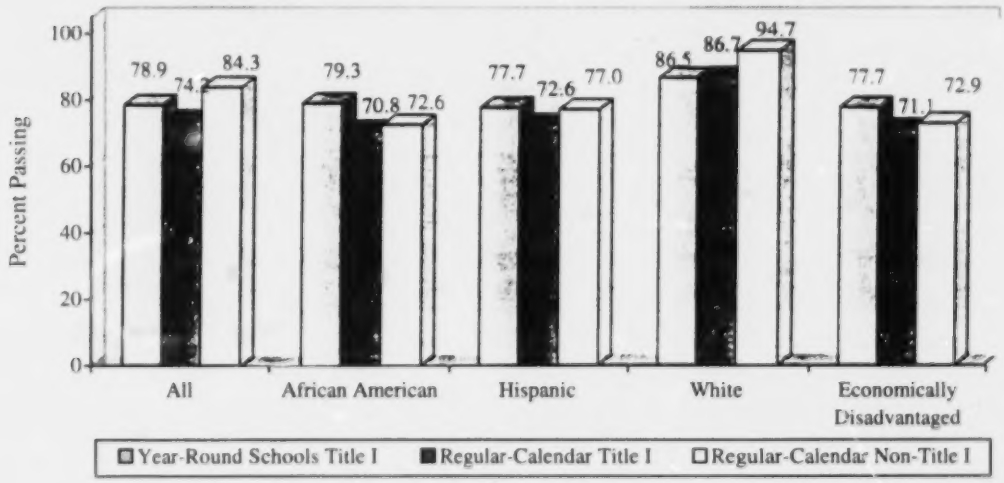


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Figure 10: Percent Passing 2000 TAAS Mathematics for Year-Round Title I, Regular-Calendar Title I, and Regular-Calendar Non-Title I Students by Disaggregated Groups

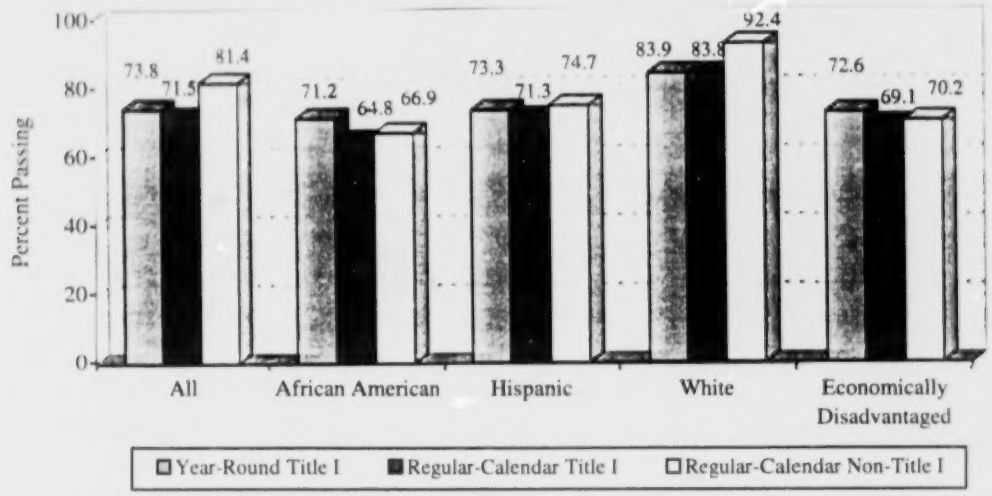
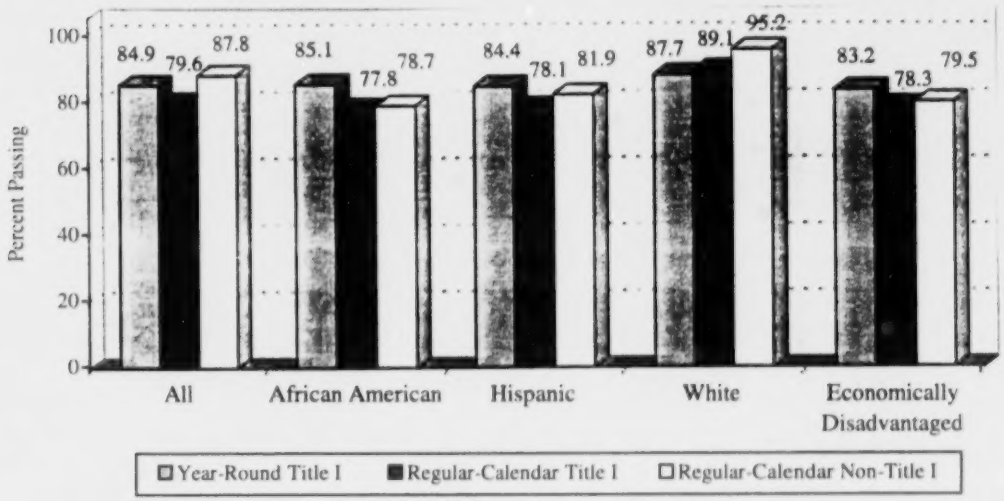


Figure 11: Percent Passing 2000 TAAS Writing for Year-Round Title I, Regular-Calendar Title I, and Regular-Calendar Non-Title I Students by Disaggregated Groups



TAAS Average TLI by Disaggregated Group

The *Texas Learning Index*, or TLI, is a score that describes how far a student's performance is above or below the passing standard. The TLI is provided for both the TAAS reading and mathematics tests at grades 3 through 8 and at the exit level. The average TLI for year-round students also show year-round African American and economically disadvantaged students outperforming similar students at regular-calendar Title I and regular-calendar non-Title I schools in TAAS reading and mathematics. Figures 12 and 13 present the average TLIs for 2000 TAAS reading and mathematics.

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Figure 12: 2000 TAAS Reading Average TLI for Year-Round Title I, Regular-Calendar Title I, and Regular-Calendar Non-Title I Students by Disaggregated Groups

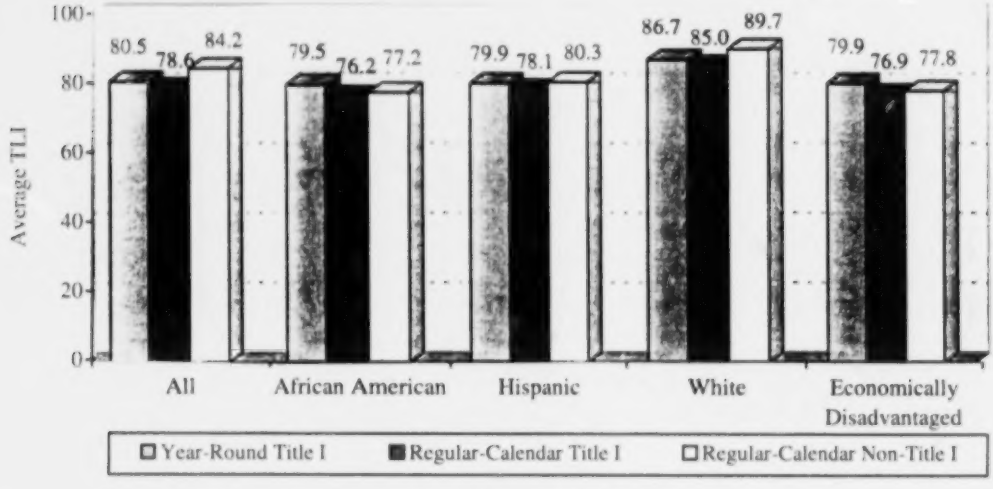
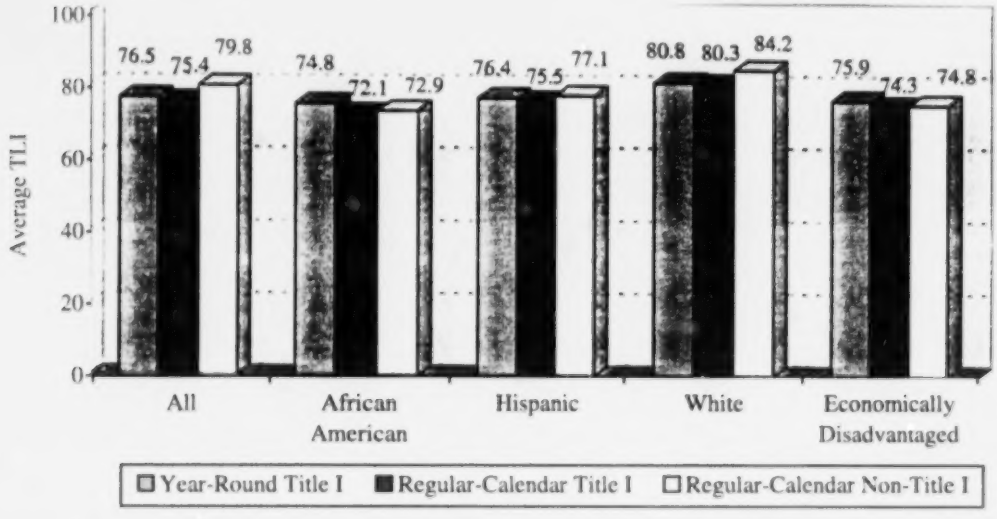


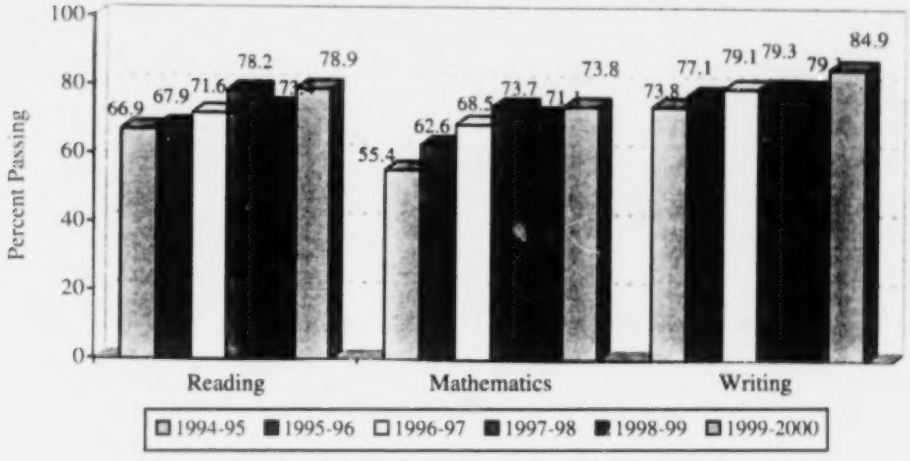
Figure 13: 2000 TAAS Mathematics Average TLI for Year-Round Title I, Regular-Calendar Title I, and Regular-Calendar Non-Title I Students by Disaggregated Groups



Longitudinal TAAS Data

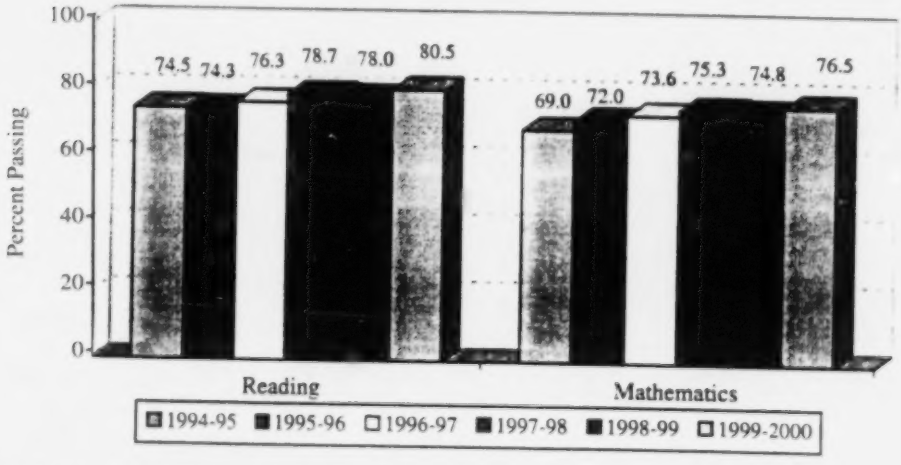
Figures 14 and 15 present longitudinal TAAS data for students at year-round schools for the past six years by percent passing and average TLI, respectively. The scores showed steady improvement from 1994-95 to 1997-98. In 1998-99, the percentage of students passing TAAS declined slightly in each of the subject areas (scores for Spanish language students and students in special education were added). However, the percentage of students passing TAAS in each subject area was up again in 2000. These increases put the 2000 TAAS percent passing rates higher than any to date for year-round schools.

Figure 14: Percent of Year-Round Students Passing TAAS, by Subject
1994-95 through 1999-2000



When average TLI scores are examined it can be seen that the pattern is similar, with a gain each year until 1998-99 when more students were included in the accountability subset. The average TLI increased in 1999-2000 to the highest average TLI ever.

Figure 15: TAAS Average TLI for Year-Round Students by Subject,
1994-95 through 1999-2000



Prekindergarten Achievement

The prekindergarten (pre-K) evaluation includes comparisons for year-round and regular-calendar schools. Program effectiveness for pre-K was determined by gains from pretest to posttest on the English language *Peabody Picture Vocabulary Test-III* (PPVT-III) and the Spanish language *Test de Vocabulario en Imágenes Peabody* (TVIP). Comparisons in this evaluation will report gains on the PPVT-III for English monolingual, Spanish-speaking, and all students; and on the TVIP for Spanish-speaking students.

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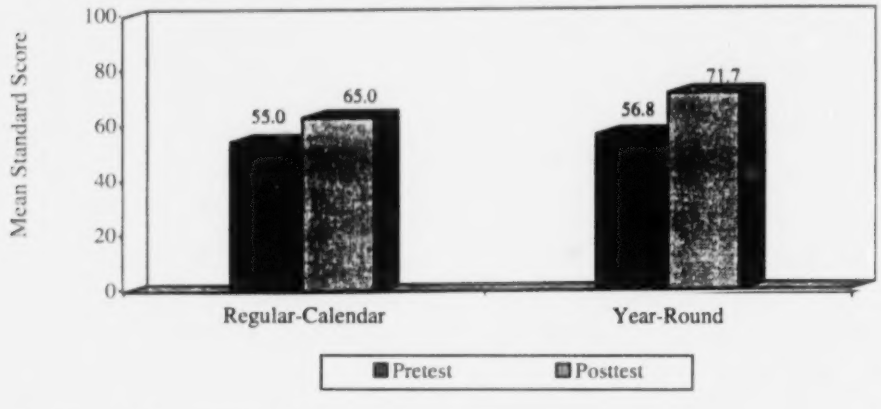
The PPVT-III and the TVIP measure knowledge of receptive (hearing) vocabulary. Standard test scores are based on national age norms, with a mean of 100 and a standard deviation of 15. The TVIP has the same structure and standard score system as does the PPVT-III. Both tests are age normed. For a student to maintain his or her standing relative to the national average, the gain score would be zero. Any gain greater than zero indicates that the student's standing improved compared to the national average.

The average pretest and posttest scores on the PPVT-III and TVIP were calculated for year-round school students (n=429), regular-calendar school students (n =1,590), and all pre-K students (n=2,019). Year-round school students were posttested at a later date than were students in regular-calendar schools so that days of instruction would be comparable for both groups. Overall, in 1999-2000, pre-K students at year-round schools scored about the same as students at regular-calendar schools.

The only comparison that showed a difference of significance was that of English language scores for Spanish LEP students. The average gain on the PPVT-III was greater for Spanish students at year-round schools (14.9 standard score points) than at regular-calendar schools (8.8 points). The mean gain for Spanish-speaking year-round students on the PPVT-III was significantly higher than the mean gain for regular-calendar students. Figure 16 shows the 1999-2000 PPVT-III pre- and posttest scores for Spanish LEP students in all pre-K schools, year-round schools, and regular-calendar schools.

Figure 16: PPVT-III Scores for Spanish LEP Pre-K Students at Year-Round Schools and Regular-Calendar Schools with a Pre-K Program, 1999-2000



Conclusions and Recommendations

Based on TAAS results by disaggregated groups, the greatest benefit of the year-round calendar seems to be to economically disadvantaged and African American students. The year-round students in these categories outperformed similar students at regular-calendar Title I schools and at regular-calendar non-Title I. The evidence indicates that year-round schools are especially effective for African American and economically disadvantaged students in AISD. This conclusion is supported by various research findings about economically disadvantaged students in year-round campuses.

For prekindergarten students, there was only one area where mean gains were statistically significant for year-round schools. The mean gain (14.9 standard score points) for Spanish-speaking year-round students was larger than for regular-calendar students (8.8 points) on the PPVT-III.

Some of the AISD year-round schools will end the year-round calendar in 2001-02 due to changes in the TAAS testing calendar. The 2002 TAAS reading and mathematics administrations will be administered in April for all elementary students rather than a separate administration for year-round schools in May. This means that, starting in 2001-02, year-round students will have had a minimum of three weeks less instruction time in these subjects prior to taking TAAS.

Another disadvantage for year-round students is their inability to attend the districtwide summer school for reading, S.O.A.R., which is offered to all students in need of reading acceleration. The S.O.A.R. program is offered in June when year-round students are finishing the school year. With the recent change in legislation that will make passing TAAS reading a condition for being promoted in 2003, it will become imperative that students who are reading below grade level be able to participate in programs like S.O.A.R. Promotion to grade six will depend on students passing TAAS reading and mathematics in 2005. This high-stakes testing may demand that students have opportunities to attend intensive summer learning programs.

In 2000-01, there will be only eight year-round schools. Three schools, Barrington, Winn, and Wooldridge have decided to change to the regular-calendar schedule this year. It is expected that the district will no longer use the year-round calendar in 2002-03. With these changes ahead for year-round schools, the following recommendations are offered:

- Achievement should be monitored to ensure that the African American, Hispanic, and economically disadvantaged students at the schools that have changed from the year-round calendar to a traditional school calendar continue to perform comparably well on the TAAS in 2001.
- Achievement of students at year-round and former year-round schools should be compared next year to investigate whether the gains made by students at the year-round schools in the past was a result of the calendar or of other school interventions for academically needy students.

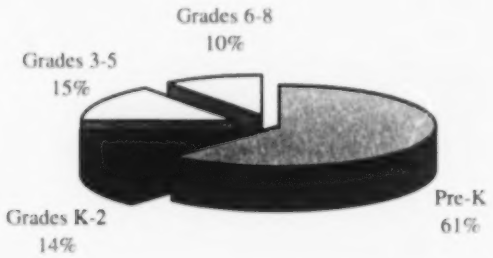
PRIVATE SCHOOLS

Eligible students who are attending private schools may be served with Title I funds. Students who generate funds for a private school must meet a two-part eligibility requirement: a student must reside in a Title I school attendance area, and also meet a prescribed income level used for determining low-income status. Of the students who generate funds for a private school, only those who also meet the criterion of needing assistance to reach state achievement standards are eligible to be served. Eleven private schools in the AISD attendance area received Title I funds in 1999-2000: Abundant Life Learning Center; Ebenezer Child Development Center; El Buen Pastor Early Childhood Program; Greater Cavalry Academy; Hope Lutheran School; Mt. Sinai Christian Academy; Praise Christian Academy; Sacred Heart Catholic School; St. Ignatius Martyr School; St. James Episcopal School; and St. Mary's Cathedral School.

DEMOGRAPHICS

In 1999-2000, 333 students were served at eleven private schools. Of these students, 51% were female, 53% were African American, 35% were Hispanic, and 12% were Anglo/Other. Figure 17 shows the percentage of students served by grouped grade levels at private schools in 1999-2000. Sixth-one percent of the students served were pre-K students.

Figure 17: Percentage of Private School Students Served by Grade, 1999-2000



TITLE I PRIVATE SCHOOL PROGRAM SURVEY

In early spring, Title I staff surveyed private school principals to determine how they used Title I funds to supplement their instructional programs. The principals were asked to describe the contributions of the Title I funds to their other instructional efforts. Eight of the 11 principals completed the survey.

Most schools used Title I funds to supplement reading and language arts programs. The majority of principals purchased general classroom supplies, reading and math materials, and computer software. Also, two schools used Title I funds to provide staff development.

Table 5 shows the number of students served by subject area at participating schools during 1999-2000.

Table 5: Number of Students Served at Private Schools by Type of Instructional Service, 1999-2000

Instructional Service	Number Served
Preschool Program	205
Reading/Language Arts	329
Mathematics	257
Science	140
Social Studies	140

The majority of principals reported that Title I funds made a considerable difference in their efforts to provide students an enriched and accelerated education program, and an increase in the amounts and quality of instructional time. Also, more than half of the principals surveyed said they were able to distribute resources in amounts sufficient to make a difference. Sixty-three percent (n=5) thought the contributions ensured students' access to effective strategies and challenging academic content that included complex thinking and problem-solving experiences. Finally, more than half of the principals expressed satisfaction with the fund's contribution to affording parents meaningful opportunities to participate in the education of their children.

ACHIEVEMENT

To determine program effectiveness for private schools, the percentage of students showing gains on a standardized achievement test is used as the criterion. However, when considering the results reported for these schools, it is important to keep in mind the small numbers of students tested at each campus. Also, because various instruments are used at the schools, it is not possible to draw specific conclusions across the campuses or to make comparisons among campuses.

Abundant Life Learning Center

Abundant Life Learning Center pre- and posttested 15 pre-K students using the *Peabody Picture Vocabulary Test-III* (PPVT-III). Eight of the students made gains.

Ebenezer Child Development Center

Ebenezer Child Development Center's testing data were misplaced during a mid-year staff change. They were unable to find the test data.

El Buen Pastor Early Childhood Program

El Buen Pastor Early Childhood Program provided valid pre- and posttest data for 16 pre-K students. Fifteen of the 16 students made gains on the PPVT-III test.

Greater Calvary Academy

Greater Calvary Academy pretested eight students in grades K–1 using the *Terra Nova–CTB McGraw Hill* test. All 6 of the students who were posttested made gains. Two students withdrew from the academy before the posttest was administered.

Hope Lutheran

Hope Lutheran tested 26 students in grades 2 - 8 using the *Iowa Test of Basic Skills (ITBS)*. Eighteen students made gains in reading and nine students made gains in mathematics.

Mt. Sinai Christian Academy

Mt. Sinai Christian Academy used the *PPVT-III* to test 25 students in grades pre-K–K. All of the students tested made gains.

Praise Christian Academy

Praise Christian Academy provided achievement data on 24 students in grades pre-K-5. Nineteen of the students made gains. The *PPVT-III* was used to pre and posttest 9 students in pre-K-K. The school did not provided the name of the test used to pre and posttest the other 10 students in grades 1-5.

Sacred Heart Catholic School

Sacred Heart tested eight students in pre-K-8 using the *Comprehensive Test of Basic Skills (CTBS)*. All eight students made gains.

St. Ignatius Martyr School

St. Ignatius Martyr School pre- and posttested three pre-K students using *the Brigance*. All three students made gains. A kindergarten student was pretested using the *Brigance* and posttested with the *Houghton-Mifflin Reading* test. Another 13 students in grades 1-8 were pretested using the *CTBS* and posttested with the *Stanford Achievement Test (SAT-9)*. Pre/post comparisons could not be made for these 14 students because a posttest different from the original pretest was used.

St. James Episcopal School

St. James Episcopal School provided valid PPVT-III scores for nine pre-K students. Eight of the students made gains.

St. Mary's Cathedral School

St. Mary's provided PPVT-III pretest scores for seven students in pre-K–K. No posttest scores were provided. Because the school used the *Metropolitan Readiness Test* to pretest two first graders and the *SAT-9* to posttest them, no comparison could be made.

In grades 2-8, 30 students were pre- and posttested using the *SAT-9* reading and mathematics test. Four of the 30 were tested in mathematics only. Fourteen (54%) of the 26 students tested in both reading and mathematics made gains. Eighty-one percent made gains in mathematics. Three of the four students tested in mathematics only made gains. Forty-six percent (12) of the 26 students did not make gains in reading.

SUMMARY AND RECOMMENDATIONS

Analyses of students' scores from the ten schools reporting test data show valid pre- and posttest scores for 63 students in reading, 91 students in language arts (includes PPVT-III), and 44 students in mathematics. Sixty-eight percent of these students made gains in reading, 89% made gains in language arts, and 75% made gains in mathematics. Although the percentages of

students making gains were higher in all subject areas in 200 than in 1999, it is difficult to make general statements about the effectiveness of the programs at the private schools because of the different assessment instruments used across schools, different instruments used in the administration of pre- and posttests at individual schools, and because one school did not report achievement data.

The goal for private school children as stated in the Title I regulations is "*to help private school students make adequate progress toward achieving the state's challenging student performance standards.*" Based on the available data from the private schools in AISD, it appears that program implementation in 1999-2000 was *minimally effective* in meeting this goal.

Because private schools operate individually and apart from AISD's administration, traditional district operations (achievement testing, attendance, behavior, etc.) are not applicable. However, it is possible that improved data-gathering methods would yield more favorable results. It is recommended that Title I program evaluation staff at AISD work closely with the private schools to help with the assessment process; in particular the documentation of test results, data reporting, and use of test scores to target students' weak areas. It is also recommended that AISD program evaluation staff restructure the data collection process to help ensure that the private schools report data that will be meaningful to them in planning their programs in subsequent years.

INSTITUTIONS FOR NEGLECTED OR DELINQUENT YOUTH

Three institutions for neglected youth and five institutions for delinquent youth received funds from Title I in 1999-2000. Individuals are placed in these institutions because of delinquency, abuse, neglect, and/or emotional and behavioral problems. During the 1999-2000 school year, Title I staff tracked program implementation at the neglected or delinquent (N or D) institutions using demographic, qualitative, and quantitative data.

DEMOGRAPHIC DATA

The eight institutions for neglected or delinquent youth that received Title I funds in 1999-2000 served 1,791 youth who lived in AISD's attendance area. Of these youths, 70% were male, 41% were Hispanic, 30% were African American, and 29% were White. In Table 6 descriptive data for students served by the N or D institutions in 1999-2000 are presented.

Table 6: Number of Students Served by Gender and Ethnicity at Neglected or Delinquent Institutions, 1999-2000

Descriptive Data	Neglected	Delinquent	Total
Gender			
Male	98	1,154	1,252
Female	151	388	539
Ethnicity			
American Indian or Alaskan	0	3	3
Asian or Pacific Islander	0	10	10
African American	70	458	528
Hispanic	63	671	734
Anglo	116	400	516

NEGLECTED OR DELINQUENT PROGRAM SURVEY AND EVALUATION DATA SHEET

In a spring survey, Title I staff asked N or D institutions to describe their supplementary instruction program and how they spent Title I funds. Also, the institutions were asked to complete an evaluation data sheet on program impact. Impact measures were categorized as limited, moderate or great (representing respectively at least 70%, 80% or 90% of the students).

Three of the N or D institutions serve neglected children. The following are descriptions of the programs offered at the neglected institutions:

- Helping Hand Home – Helping Hand Home's goal is to serve children with specific deficits in math or language arts. The home utilizes volunteer services to meet its program goals. These services include community and student volunteers serving as tutors to children during the scheduled after-school home work time or at times when special projects are due. Children served in 1999-2000 were identified as having special education disabilities such as learning disabilities, emotionally disturbances, speech impairments, and attention deficits. The home served 41 students in grades pre-K-8 in 1999-2000.
- Settlement Home – This is a residential foster home program for severely abused girls ages 7 to 17. Settlement Home served 42 students in grades 3-12 in 1999-2000.

A part-time tutor paid through Title I funds provided after-school and evening tutorial services.

- Lifeworks/Youth Options – Formerly known as Youth Options, *Lifeworks* is an emergency shelter that serves homeless youth in grades 7 to 12 until they can be enrolled in AISD or an alternative education program. Title I funds were used to provide computer support and to purchase educational supplies and library materials. One hundred sixty-six students were served in 1999-2000.

The following are descriptions of the programs offered at the delinquent institutions using Title I funds:

- Gardner-Betts Juvenile Justice Center – The center served 1,338 delinquent detainees, ages 10 to 16 in 1999-2000. They were provided on-site supplementary instruction. The program offered a TAAS-centered curriculum focusing on English, mathematics and reading in content areas during the regular school year. In addition, Gardner-Betts offers an on-site summer program for at-risk students at the end of each regular school year.
- The Oaks Psychiatric Health System – A coeducational group, ages 5 to 21, lives in a group home at this facility. The residents received on-site and after-school supplementary instruction tailored to their specific educational needs. The Oaks served 82 students in 1999-2000.
- Travis County Juvenile Shelter-Leadership Academy – Sixty-two male delinquent detainees, ages 10 to 16, were provided on-site instruction and transitional halfway housing. In addition, a support program offered intensive supervision of residents while they were at the halfway house, attending their home school, or taking GED classes.
- Phoenix Academy of Austin – Adolescent males, ages 13 to 16, participated in both residential and day-treatment substance abuse programs at this facility. The Title I supplementary instructional program targeted students who did not meet minimum standards on assessment instruments at grades 5 and 6. The academy served 47 students in 1999-2000.
- Turman House – Thirteen delinquent detainees, ages 16-21, received services at this halfway house. Title I funds provided supplementary instruction in GED preparation classes as well as job preparation instruction.

The survey results show that the majority of the institutions used Title I funds to purchase educational materials, supplies, computer software, books, and to pay instructional staff salaries. All of the N or D institutions reported keeping students in class and on task and reported an increase in reading levels. Also they reported an increase in tutorial services and the numbers of students served. They improved students' access to technology and increased the percent of students who either returned to the regular classroom, graduated, or earned their GED.

Other outcomes reported by the institutions included maintenance and development of tutorial programs; and increased efficiency in sending grade reports to receiving institutions, thus facilitating students' transition to regular high school or other educational programs.

The institutions' evaluation data sheet responses indicate program objectives designed to help students maintain and improve educational achievement, accrue school credits that meet

state requirements for grade promotion and secondary school graduation, make transition to a regular program or other local education agency (LEA) programs, and to complete secondary school or equivalency requirements were moderately effective.

Summary and Recommendations

Review of program goals and outcomes, numbers of students served, impact statements submitted to the Texas Education Agency indicate that activities and resources funded by Title I have been effective in supporting programs at the N or D institutions. However, the types of criteria used to determine effectiveness, along with the specificity of the data reported, vary greatly by institution. It is recommended that program evaluation personnel restructure the data collection process to help ensure that data reporting meets the state's evaluation requirements for measurable criteria as indicators of effectiveness and is meaningful to the institutions in planning their programs in subsequent years.

TITLE I STUDENT ACHIEVEMENT

Achievement Data For Schoolwide Programs

All 50 AISD Title I schools operate as schoolwide programs. In a schoolwide program, Title I funds are used to improve educational opportunities for all students at the campus. Title I campuses serve the most economically disadvantaged AISD students. The overall passing rates for students at Title I schools on TAAS reading, mathematics, and writing were up in 2000 after a decline in some subjects in 1999 when the state accountability system added test scores of tested Spanish-speaking students and students in special education. District passing rates also improved in 2000.

Improved student achievement is a major goal of the Title I program. The state accountability system criteria are used to assess student performance at the Title I campuses. Four levels of performance are determined by the Texas Education Agency (TEA); *Exemplary*, *Recognized*, *Acceptable*, and *Low Performing*. The 1999-2000 minimum requirements for a campus to receive an *Acceptable* rating from TEA are as follows:

- At least 50% of all students at a campus must pass each section of TAAS (*Texas Assessment of Academic Skills*), including reading and mathematics at grades 3 through 8 and exit level, and writing in grades 4, 8, and exit level. In addition, at least 50% of students in each disaggregated group (African American, Hispanic, White, and economically disadvantaged) must pass TAAS. "Passing" is defines as 70% of the items correct.
- The annual dropout rate must be 6% or less for a secondary campus, and for each disaggregated group at the campus.
- The attendance rate for a campus must be 94% or higher.

In order to address the impact of Title I funds on student achievement, several analyses are presented in this report. TAAS passing rates, along with average *Texas Learning Index* scores, are presented for Title I schools, non-Title I schools, and for the district overall. (See explanation of TLI on page 43.) In addition, a longitudinal analysis of achievement data is presented using both TAAS passing rates and average TLI scores. The AEIS (*Academic Excellence Indicator System*) October subset of TAAS data is used in this evaluation. Per federal mandate, Title I standards are the state accountability standards.

Percent Passing TAAS

Figures 18 through 25 present the 2000 TAAS reading, mathematics, and writing passing rates for Title I, non-Title I, and district students. Data are reported separately for elementary and middle schools. There were 71 elementary schools (44 Title I and 27 non-Title I) and 17 middle/junior high schools (5 Title I and 12 non-Title I) in the district in 1999-2000.

In Figure 18, it can be seen that there is a large achievement gap between Title I and non-Title I schools in all subject areas for students at AISD elementary schools. There is a range of 13 to 18 percentage point difference between Title I and non-Title I TAAS passing rates when looking at the percentage of all students passing TAAS by subject. However, when the passing rates for disaggregated groups are examined (Figures 19-21), the scores for economically disadvantaged, Hispanic, and African American students in Title I elementary schools are more similar to the scores for non-Title I students in these groups.

TITLE I ELEMENTARY SCHOOLS

Figure 18: 2000 TAAS Percent Passing by Subject for Title I, Non-Title I, and District Elementary Schools

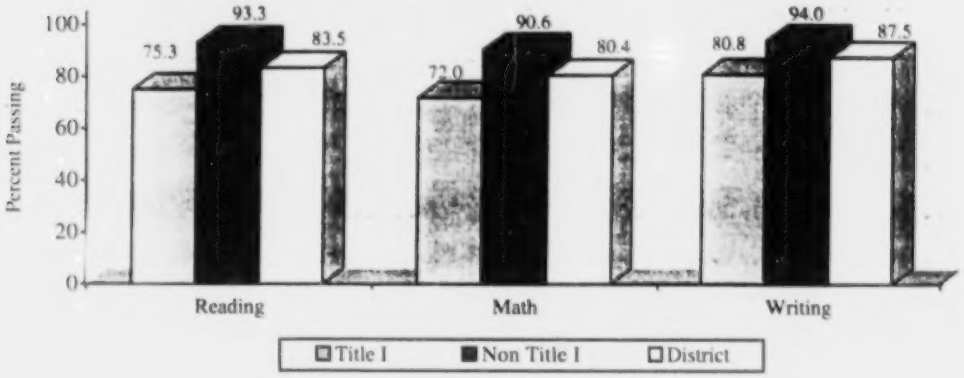


Figure 19: 2000 TAAS Reading Percent Passing by Disaggregated Groups for Title I, Non-Title I, and District Elementary Schools

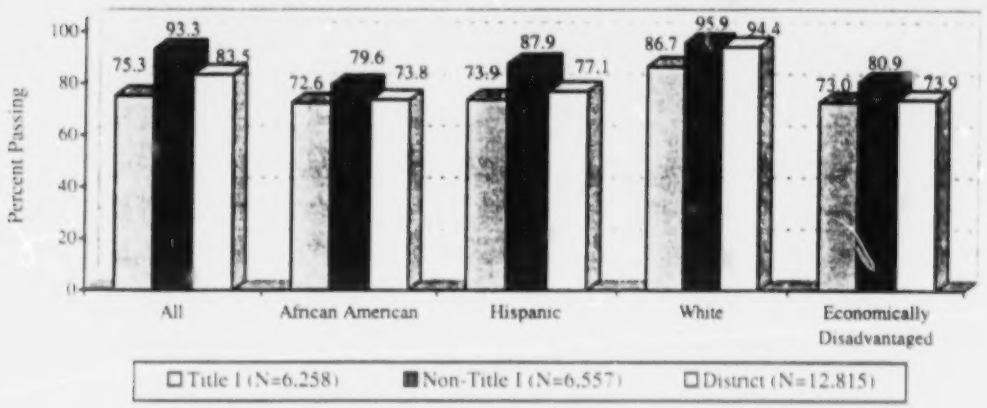


Figure 20: 2000 TAAS Mathematics Percent Passing by Disaggregated Groups for Title I, Non-Title I, and District Elementary Schools

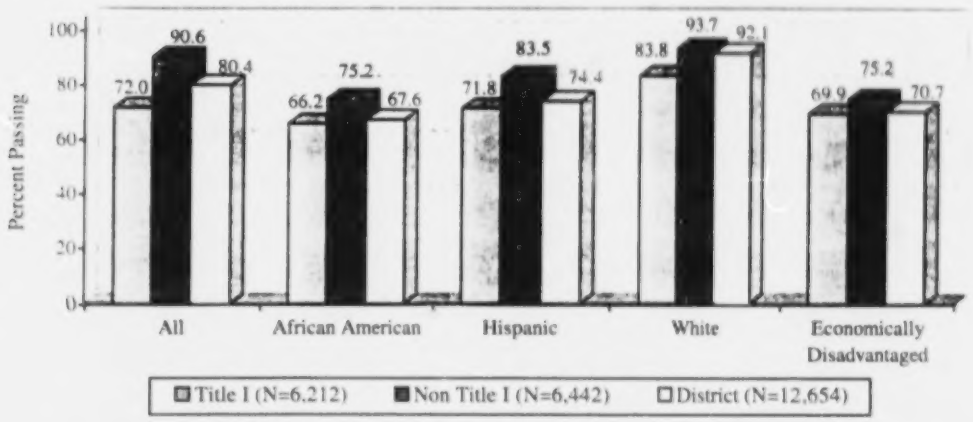


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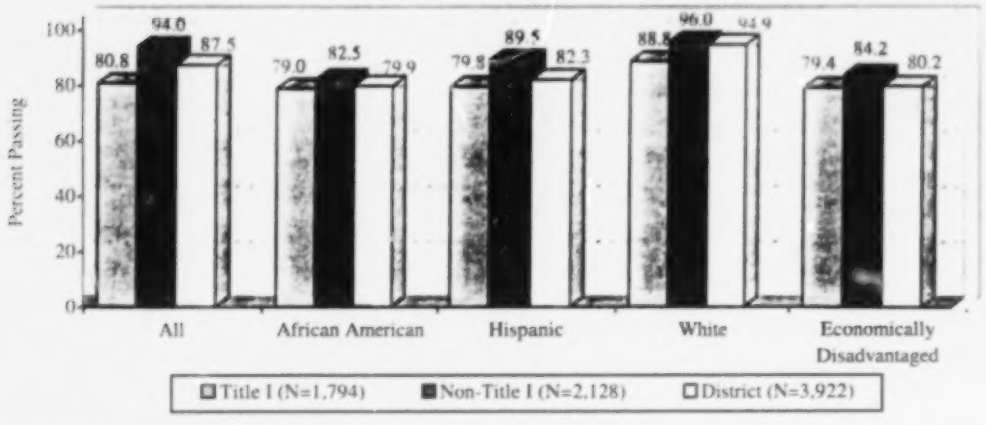
Figure 21: 2000 TAAS Writing Percent Passing by Disaggregated Groups for Title I, Non-Title I, and District Elementary Schools



Title I Middle Schools

Figure 22 shows that there is also a large achievement gap between students at Title I and non-Title I middle schools (range of 15 to 19 percentage point difference). It is also true for Title I middle schools that, when the passing rates for disaggregated groups are examined (Figures 23-25), the percentages passing for economically disadvantaged, Hispanic, and African American students in Title I middle schools are more similar to the scores for students in these groups in non-Title I schools.

Figure 22: 2000 TAAS Percent Passing by Subject for Title I, Non-Title I, and District Middle/Junior High Schools

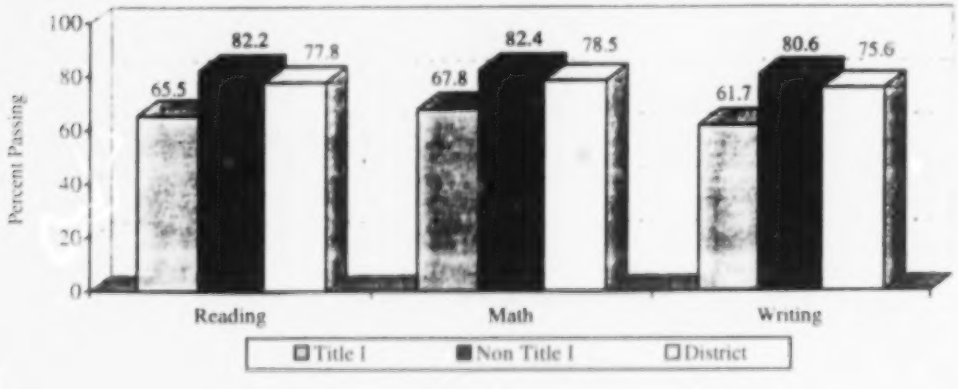


Figure 23: 2000 TAAS Reading Percent Passing by Disaggregated Groups for Title I, Non-Title I, and District Middle/Junior High Schools

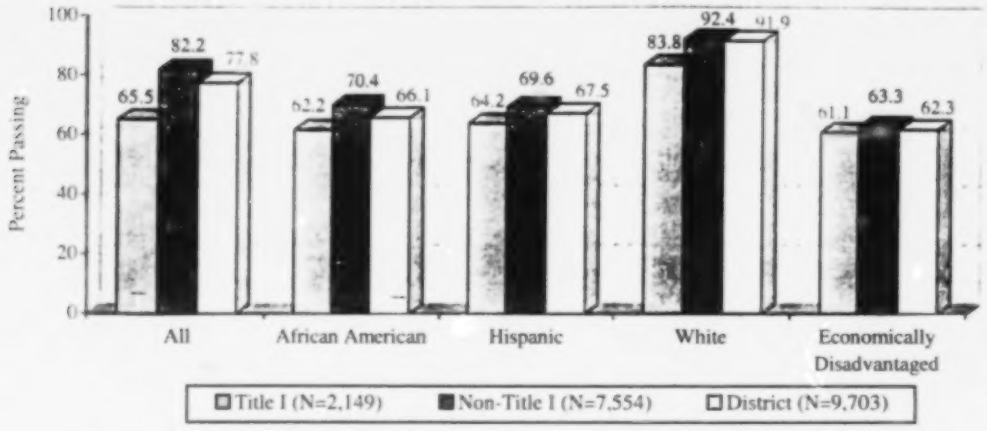


Figure 24: 2000 TAAS Mathematics Percent Passing by Disaggregated Groups for Title I, Non-Title I, and District Middle/Junior High Schools

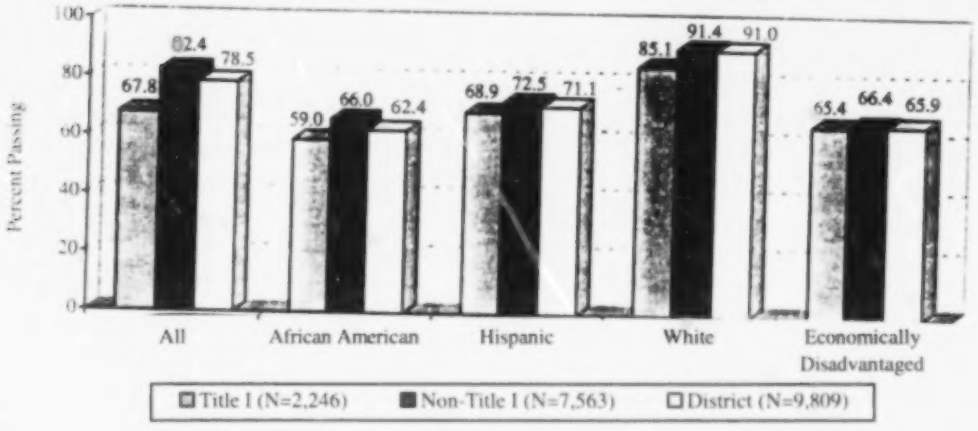
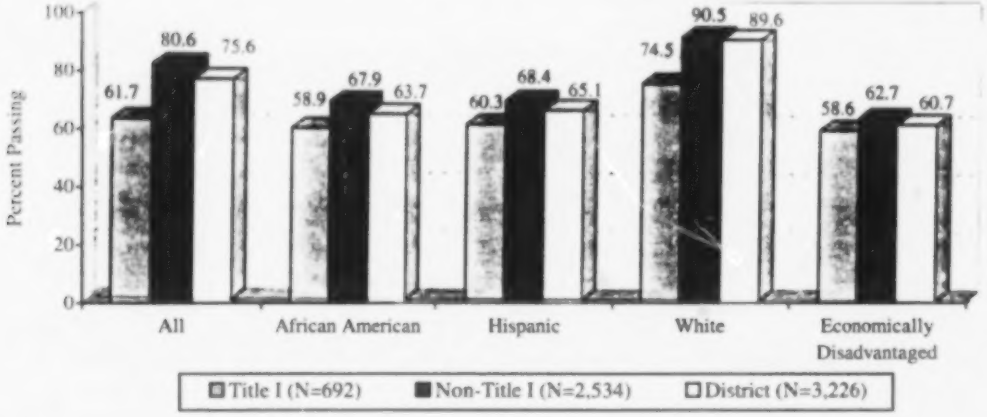


Figure 25: 2000 TAAS Writing Percent Passing by Disaggregated Groups for Title I, Non-Title I, and District Middle/Junior High Schools



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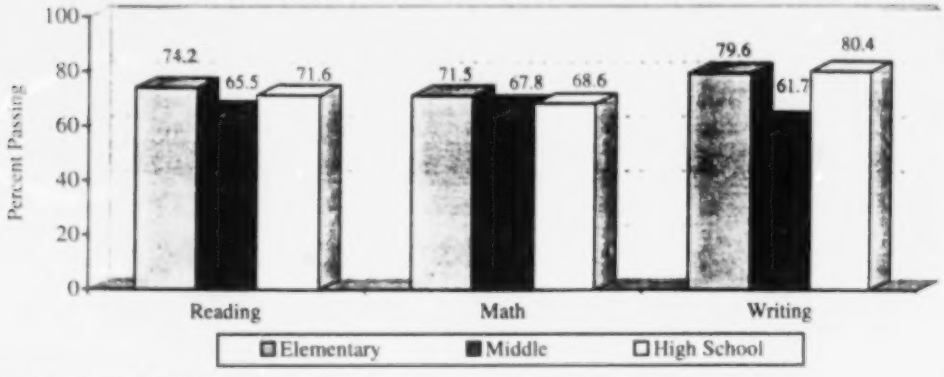
In Figure 26, it can be seen that the percentages of students passing TAAS at Title I middle school/junior high schools are lower than at elementary and at high schools in every subject in 2000. The percentage of students passing TAAS mathematics was the most constant of the three subjects across all levels. The percentage of students passing TAAS mathematics and writing is highest at the Title I high school. Because there was only one Title I high school in 1999-2000, some caution is necessary when interpreting this passing rate.

Figure 26: 2000 TAAS Percent Passing for All Students at Title I Elementary, Middle, and High Schools, by Subject



TEXAS LEARNING INDEX

The State Board of Education adopted a passing standard in reading and mathematics for grades 3 through 8 that is equivalent to the passing standard at the exit level. This standard is called the *Texas Learning Index* (TLI). A TLI of 70 represents this passing standard. The TLI allows schools to relate student performance to the passing standard and to compare student performance from year to year. Title I achievement levels look slightly different when TLI scores are used for the analyses instead of percent passing TAAS. Figures 27-29 (elementary) and Figures 30-32 (middle/junior high) present average TLI scores for 2000 TAAS reading and mathematics. When disaggregated scores are examined, the average TLI average scores are closer for Title I students and non-Title I students than were the passing rates examined in the previous section of this report. The 2000 average TLI scores for Title I and non-Title I students are most similar at the middle/junior high school level.

Figure 27: 2000 TAAS Average TLI by Subject for Title I, Non-Title I, and District Elementary Schools

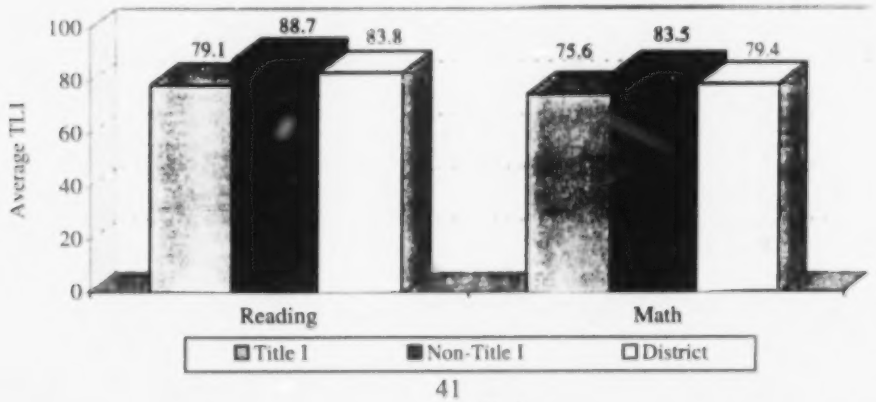


Figure 28: 2000 TAAS Reading Average TLI by Disaggregated Groups for Title I, Non-Title I, and District Elementary Schools

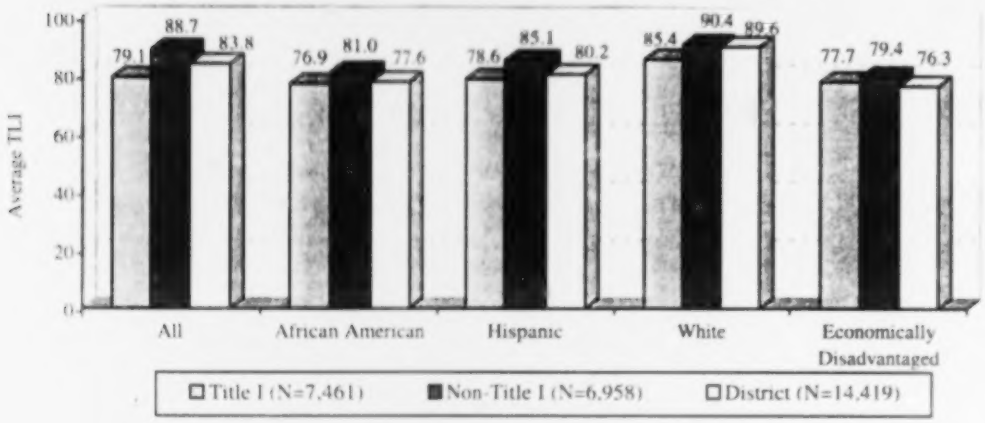


Figure 29: 2000 TAAS Mathematics Average TLI by Disaggregated Groups for Title I, Non-Title I, and District Elementary Schools

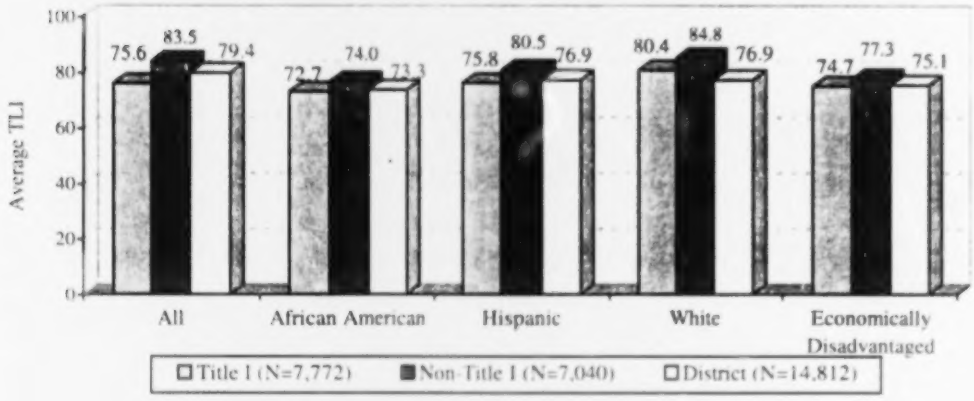


Figure 30: 2000 TAAS Average TLI by Subject for Title I, Non-Title I, and District Middle/Junior High Schools

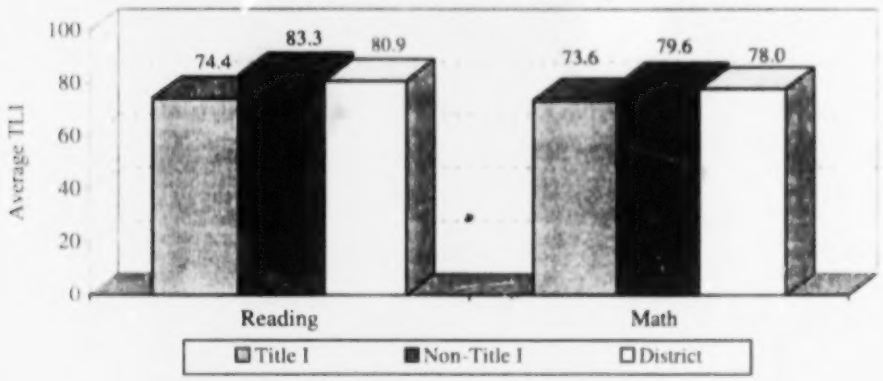


Figure 31: 2000 TAAS Reading Average TLI by Disaggregated Groups for Title I, Non-Title I, and District Middle/Junior High Schools

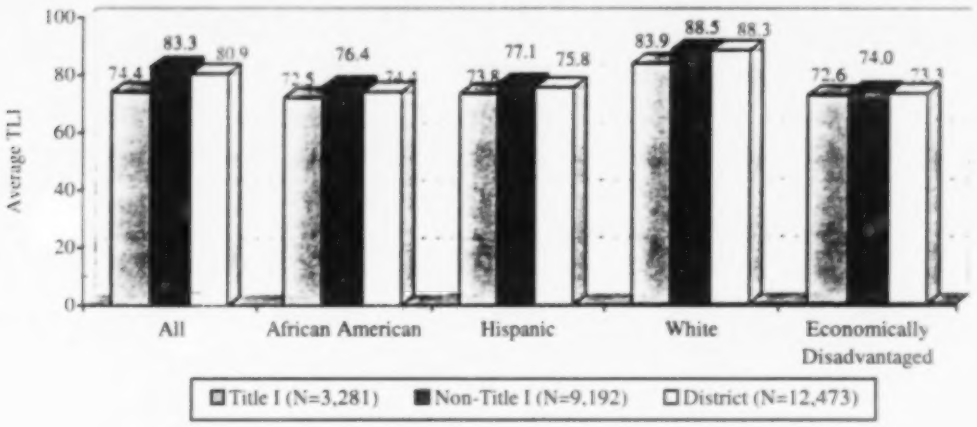
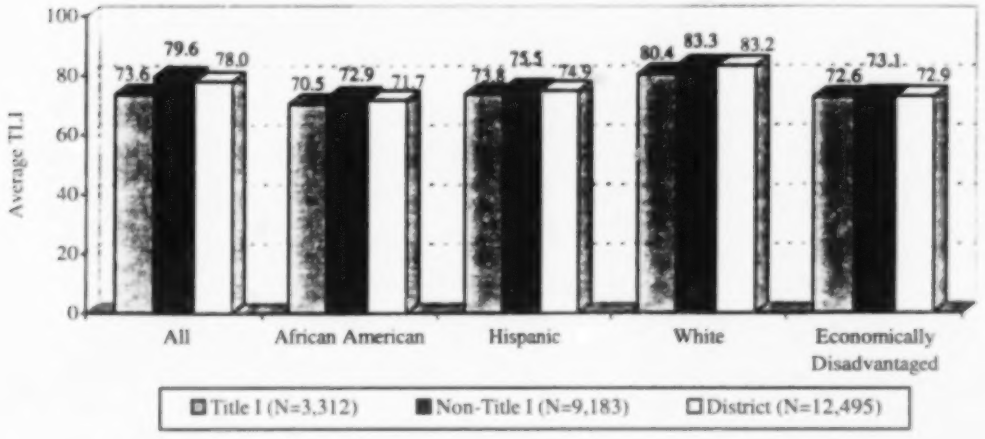


Figure 32: 2000 TAAS Mathematics Average TLI by Disaggregated Groups for Title I, Non-Title I, and District Middle/Junior High Schools Longitudinal Data



Longitudinal Data

Figures 33 through 36 present longitudinal TAAS data for Title I students for the past five years by percent passing and average TLI, respectively. The percentage of students passing in all subjects increased in 2000 for students at Title I elementary and middle schools after a decrease in 1999 for TAAS reading in elementary and middle schools and for TAAS writing in elementary schools. Mathematics passing rates for elementary students have increased steadily over the same period. For middle school students in Title I schools the increase in percent passing mathematics has been even more dramatic, with a gain of almost 30 percentage points over the five-year period. When average TLI scores are examined, it can be seen that the scores increased in 2000 after remaining fairly constant for the four previous years. In addition, all of the average TLI scores for 1999-2000 are above the required passing standard of 70.

Figure 33: TAAS Percent Passing for Title I Elementary Students by Subject, 1995-96 through 1999-2000

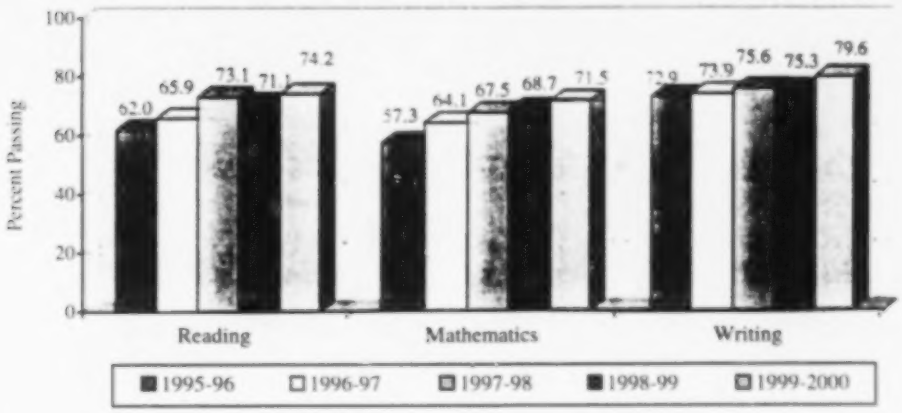
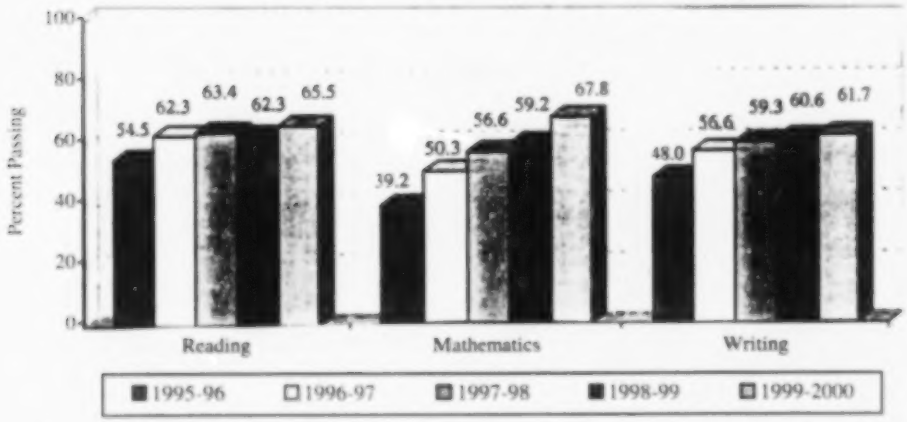


Figure 34: TAAS Percent Passing for Title I Middle/Junior High Students by Subject, 1995-96 through 1999-2000



Average TLI

Figure 35: TAAS Average TLI for Title I Elementary Students, 1995-96 through 1999-2000

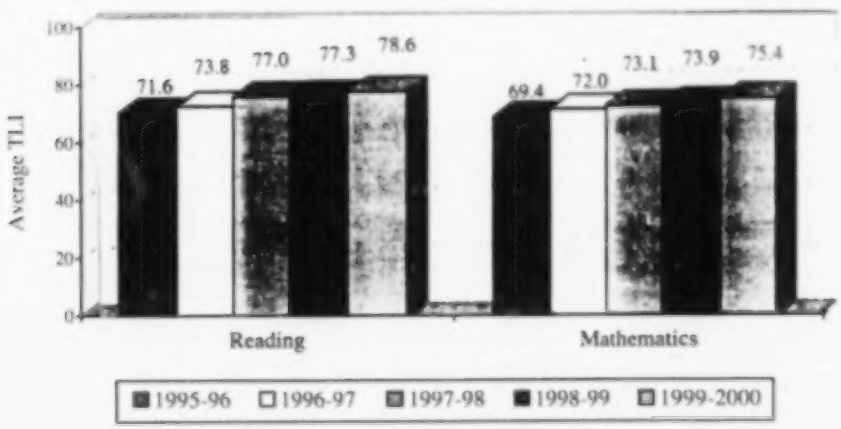
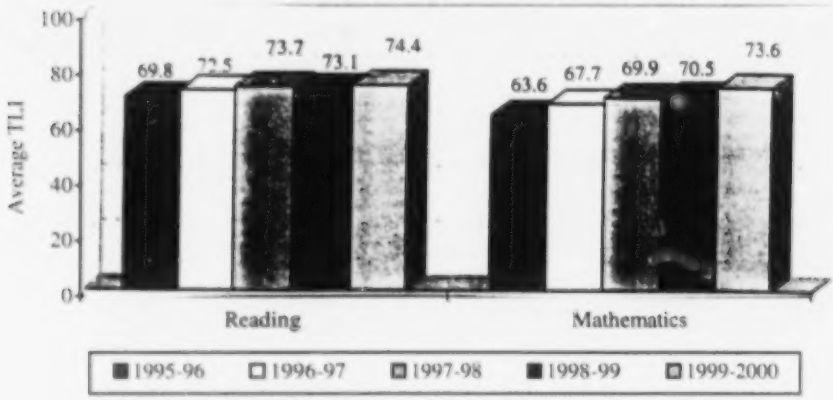


Figure 36: TAAS Average TLI for Title I Middle/Junior High Students, 1995-96 through 1999-2000



Three-Year Comparison by Ethnicity and Subject

This is the second year that the accountability system has included special education and Spanish TAAS data. After a decline in 1999, the percentage of students passing was up in each subject area of TAAS and for every group of students at Title I elementary schools in 2000. Figures 37-39 provide three-year TAAS comparison data for Title I elementary school students. The percent passing TAAS in each subject area is the same or higher than the 1998 percent passing, except for TAAS reading for White students. In 1999-2000, the largest increase for TAAS percentage passing for Title I elementary students was in writing. Passing rates increased most for African American and economically disadvantaged Title I students in each TAAS subject.

Figure 37: Three-Year Comparison of Percent Passing TAAS Reading for Title I Elementary Schools

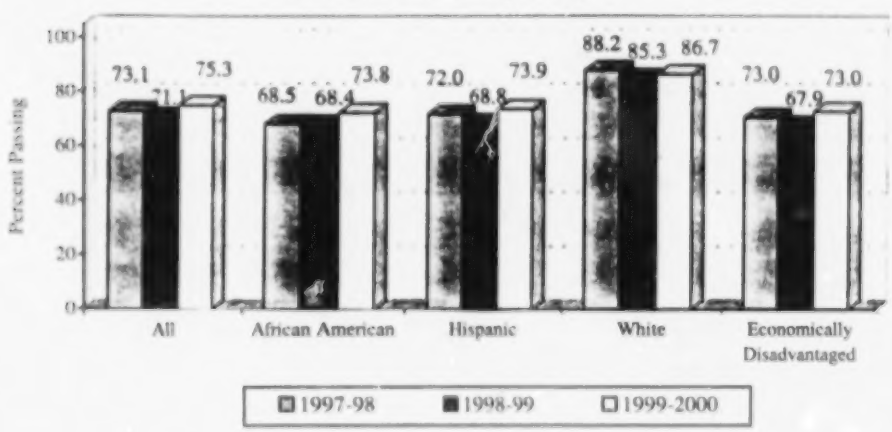


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Figure 38: Three-Year Comparison of Percent Passing TAAS Mathematics for Title I Elementary Schools

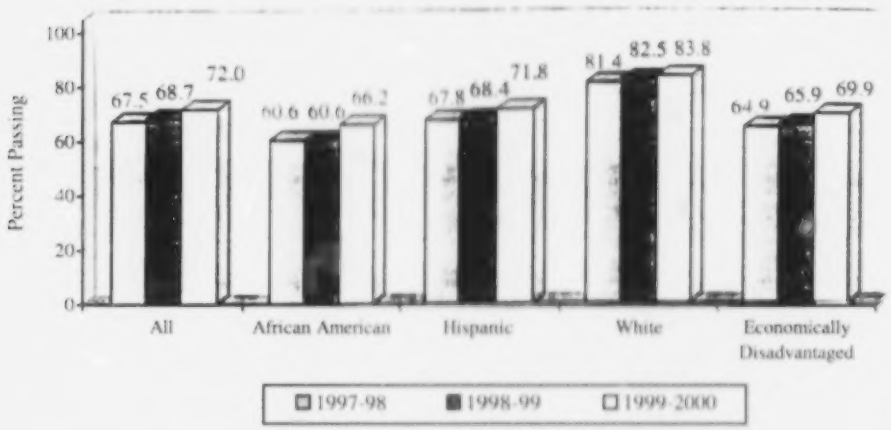
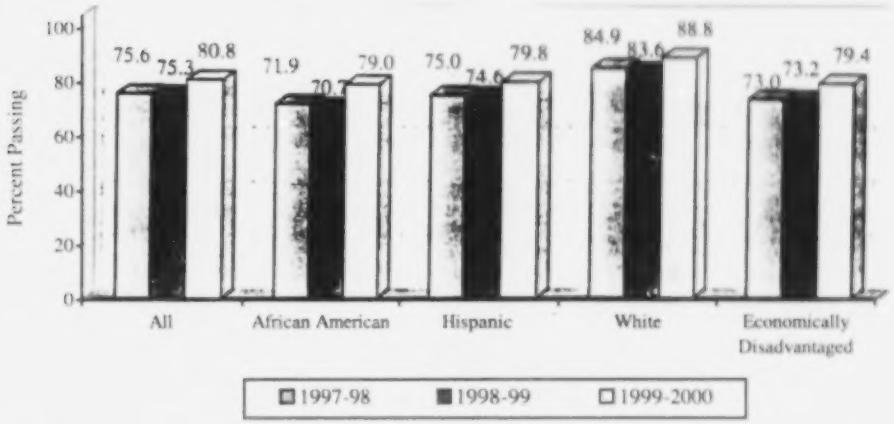


Figure 39: Three-Year Comparison of Percent Passing TAAS Writing for Title I Elementary Schools



Middle School Comparison

The percentage of students passing TAAS was up in each subject area and for every group of students at Title I middle schools, except for White students. For all other groups of students, the percentage of students passing TAAS reading and writing increased from 1999 to 2000, but only slightly. The largest increase in percentage passing TAAS for Title I middle school students was in mathematics. Hispanic students showed the largest increase in the percentage of students passing TAAS mathematics (10.4 percentage points), followed by economically disadvantaged students (9.3) and African American students (6.9). Figures 40-42 provide three-year TAAS data for Title I middle school students.

Figure 40: Three-Year Comparison of Percent Passing TAAS Reading for Title I Middle Schools

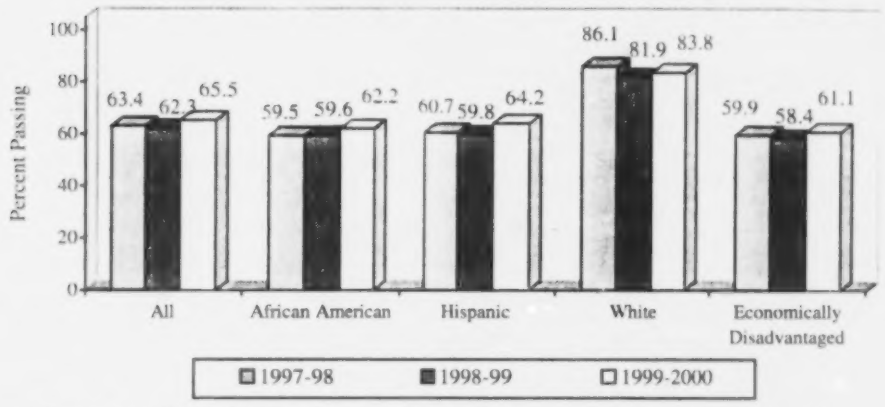


Figure 41: Three-Year Comparison of Percent Passing TAAS Mathematics for Title I Middle Schools

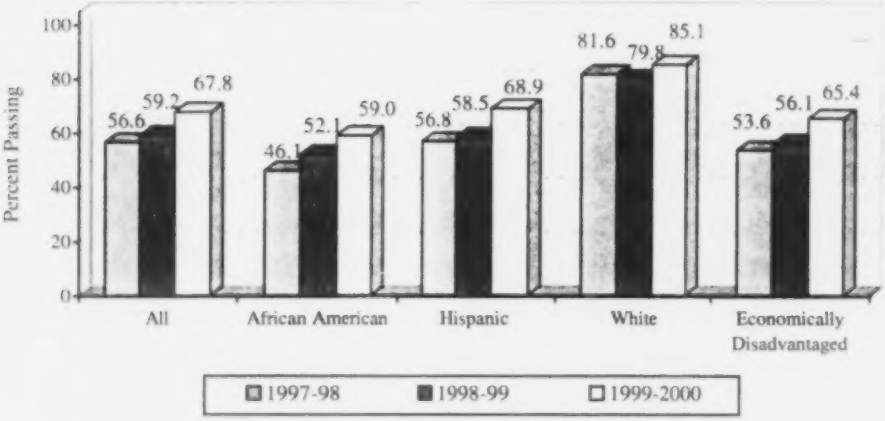
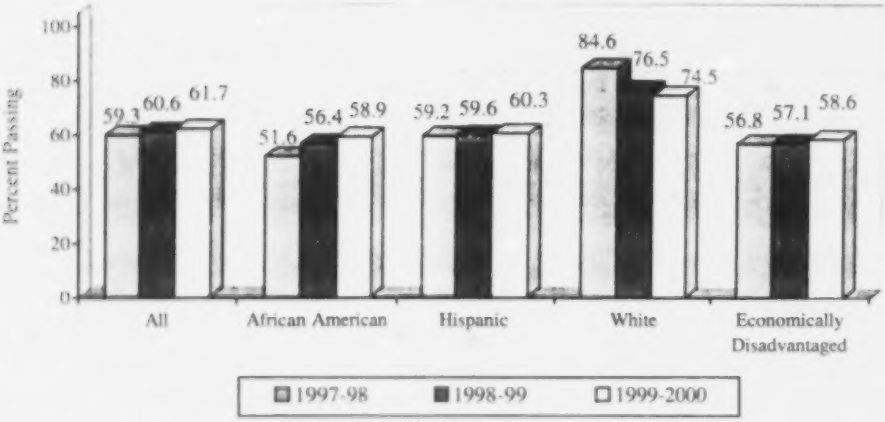


Figure 42: Three-Year Comparison of Percent Passing TAAS Writing for Title I Middle Schools



The increases in the percentage of Title students passing TAAS reading, mathematics, and writing indicate that the achievement level of Title I students was only temporarily affected by the 1998 change in the state accountability system.

TAAS at Title I Schools by Grade and Ethnicity

In 2000, the passing rates for students on TAAS reading, mathematics, and writing at non-Title I schools were from 11.5 to 21.9 percentage points higher than average passing rates for students at Title I schools. Figures 43-45 show the percent passing at each grade by subject and Title I status. Grade 6 results are reported for students at elementary and at middle schools. Sixteen Title I and six non-Title I elementary schools have grade 6 students (n=818)).

Although, Title I students have an overall percent passing rate of 15 points lower in TAAS reading and mathematics than students at non-Title I schools, the percent passing is parallel for most grades. Achievement at grade 6 at elementary schools (approximately 500 students) shows the highest percentage of Title I students passing TAAS reading and mathematics. The percentage of students passing is lower at sixth grade in middle school in reading and mathematics than at any other grade level. The achievement gap seems to be closing for grade 8 in reading and mathematics. However, by grade 8 the difference between Title I and non-Title I schools on TAAS writing has increased from 14.8 to 18.9 percentage passing. In addition, Title I and non-Title I schools show a lower percentage passing TAAS writing at grade 8 than at grade 4.

Figure 43: 2000 TAAS Reading Percent Passing for All Students at Title I and Non-Title I Schools, by Grade

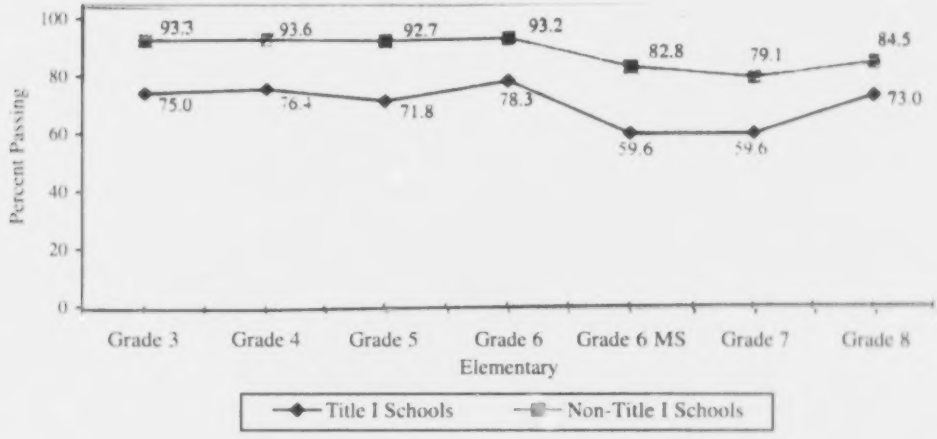


Figure 44: 2000 TAAS Mathematics Percent Passing for All Students at Title I and Non-Title I Schools, by Grade

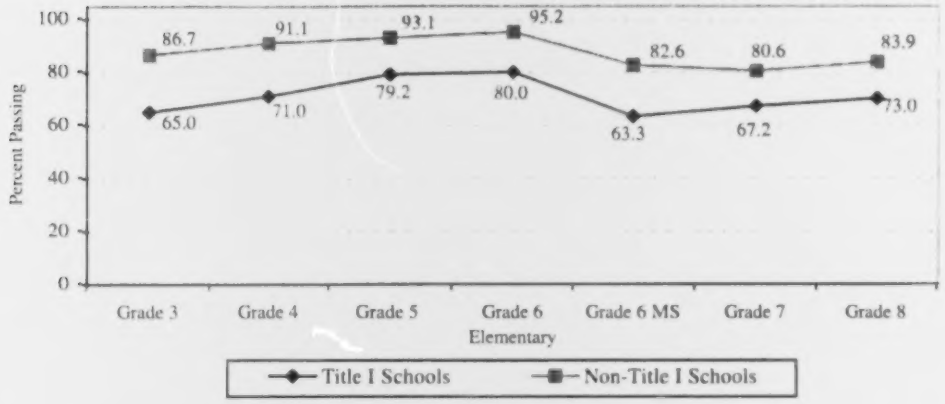
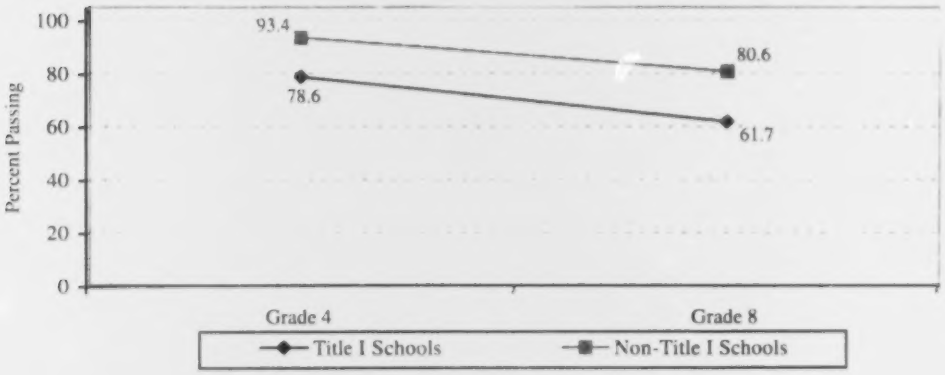


Figure 45: 2000 TAAS Writing Percent Passing for All Students at Title I and Non-Title I Schools, by Grade



In 2000, TAAS results were analyzed by grade and ethnicity for a closer look at the achievement of Title I students in AISD. When looking at the percentage of students passing TAAS reading in Figure 46, it can be seen that group differences are similar across grade levels until grade 6. There was a higher percentage of students passing TAAS reading at sixth grade in elementary schools than any other grade. By contrast, the percent passing reading for students in grades 6 and 7 in middle school are marginally above the statewide 2000 *Acceptable* rating for the disaggregated groups (except for White students.) Figure 47 shows the same information for non-Title I schools. The percentage of students passing is also dramatically lower for grade 6 middle school students at non-Title I schools when compared with grade 6 elementary school students.

Figure 46: Percent of Title I Students Passing TAAS Reading, by Grade and Ethnicity, 1999-2000

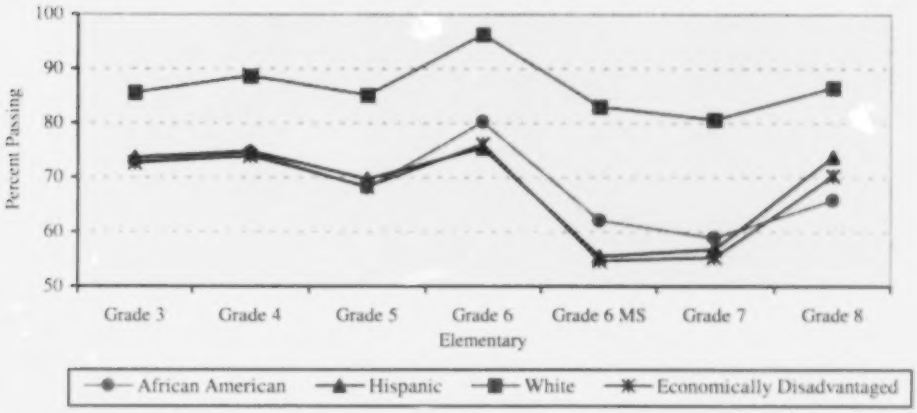
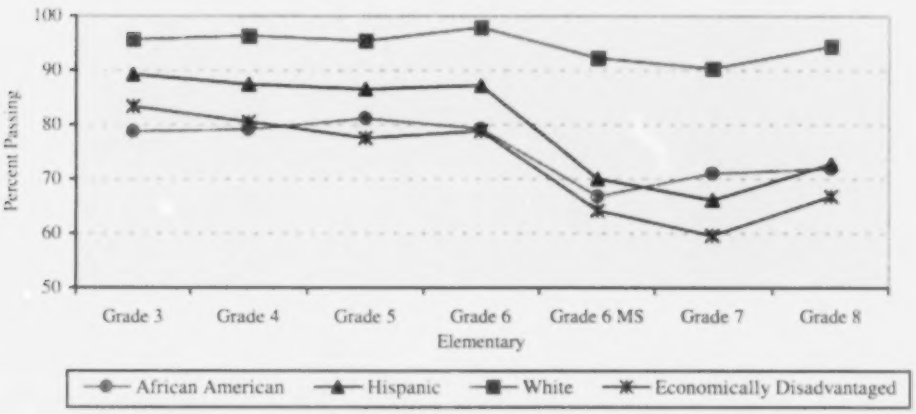


Figure 47: Percent of Non-Title I Students Passing TAAS Reading, by Grade and Ethnicity, 1999-2000



The same pattern is true for TAAS mathematics at Title I schools except that, while other groups had a higher percentage of students passing at grade 8, the percent of African American students passing dropped to 57.5, which again is quite close to the state requirement for an *Acceptable* rating. With the exception of grade 5 TAAS reading, the percentage of Title I students passing is higher during elementary school, is lower in grades 6 for students in middle school and in grade 7 for students who attended grade 6 at the elementary campuses, and increases at grade 8 for all groups in reading and in mathematics, except for African Americans in mathematics (n=1,140).

Figure 48 shows the percent of Title I students passing TAAS mathematics by grade and ethnicity in 1999-2000. For comparison, Figure 49 shows the same information for non-Title I students. While the pattern of percentage of students passing TAAS mathematics is similar for Title I and non-Title I students, the percentage of students passing mathematics is never below 60% at non-Title I schools. The passing rates at grade 8 are similar for Hispanic and economically disadvantaged students at Title I and non-Title I schools.

Figure 48: Percent of Title I Students Passing TAAS Mathematics by Grade and Ethnicity, 1999-2000

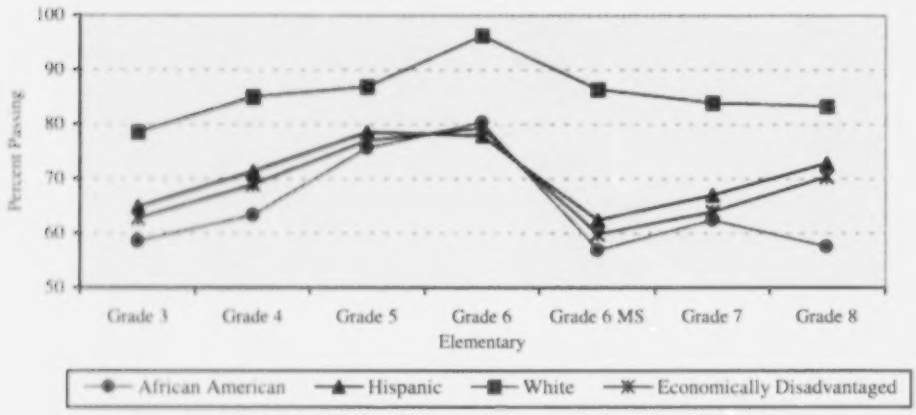
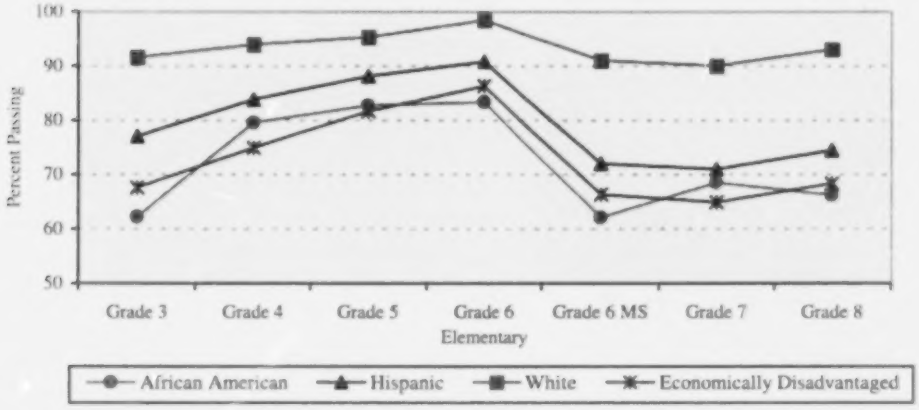


Figure 49: Percent Passing of Non-Title I Students Passing TAAS Mathematics by Grade and Ethnicity, 1999-2000



STATEWIDE ACCOUNTABILITY UPDATE

Thirty-five percent of all Title I elementary schools showed an increase in the percentage of students passing TAAS reading, mathematics, and writing in 2000. These elementary schools were Andrews, Becker, Brooke, Galindo, Govalle, Joslin, Metz, Oak Springs, Odom, Palm, Pecan Springs, Pleasant Hill, Ridgetop, St. Elmo, and Walnut Creek. Three schools (Allison, Harris, and Reilly) showed a lower percent of students passing from 1999 to 2000 in each subject.

None of the schools that were designated *Low Performing* based on percent passing TAAS in 1999 remained *Low Performing* in 2000. In fact, some of the former *Low Performing* schools made impressive gains in the percentage of students passing TAAS in 2000. Blackshear Elementary increased from 41.9 of all students passing TAAS writing in 1999 to 80.0% of all students passing writing in 2000. Govalle also showed impressive increases in percentage of students passing 2000 TAAS writing from 38.5% passing in 1999 to 91.5% passing in 2000. Wooldridge, which missed the *Acceptable* rating in 1999 by less than one percentage point,

increased from 44.6% passing mathematics in 1999 to 69.6% passing in 2000. These are some of the success stories. Much hard work by teachers and students was required for percentages passing to increase. The district language arts team provided strong leadership to these campuses during the 1999-2000 school year to improve the TAAS performance.

Table 1 shows the percentage of Title I schools with increases in TAAS passing rates for all students from 1997 to 1998, from 1998 to 1999, and from 1999 to 2000 by subject. After a decrease in the percentage of Title I schools showing gains in percent passing TAAS from 1998 to 1999, the percentage of schools making such gains this year has returned to a percentage similar to that in 1998. Title I campuses seem to have made adjustments to the changes in the accountability system in 1999 which included test results for students in special education and for Spanish TAAS takers in Grades 3 and 4. To be rated *Acceptable* by the state accountability system in 2000, a campus must have at least 50% of all students who took TAAS pass each section (reading, mathematics, and mathematics), and 50% of students in each disaggregated group (African American, Hispanic, White, and economically disadvantaged) must pass TAAS.

Forty percent of Title I middle schools showed a gain in the percentage of students passing TAAS. Two of the middle schools, Pearce and Mendez, showed an increase in percentage of students passing in each of the subjects from 1999 to 2000. One middle school, Webb, showed a decrease in the percent of students passing in each of the three subject areas. Table 7 shows the percent of Title I schools increasing percent passing on TAAS from 1997 to 1998, from 1998 to 1999, and from 1999-2000, by subject.

Table 7: Percent of Title I Schools Improving TAAS Passing Rates from 1997 to 1998, from 1998 to 1999, and from 1999 to 2000, by Subject

TAAS Subject	% Title I Schools Increasing Percent of Student Passing 1997 to 1998	1998 to 1999	1999 to 2000
Reading			
All Title I Schools	83	34	79
Title I Elem. Schools	86	33	81
Title I Middle Schools	60	40	60
Mathematics			
All Title I Schools	68	51	60
Title I Elem. Schools	67	50	58
Title I Middle Schools	80	60	80
Writing			
All Title I Schools	54	45	63
Title I Elem. Schools	53	43	65
Title I Middle Schools	60	60	40

Four AISD Title I schools were placed on the low performing list in 2000:

- Langford Elementary, based on 46.2% of African American students passing TAAS mathematics;
- Dobie Middle School, based on 49.5% of Hispanic students passing TAAS writing and also on attendance;
- Pearce Middle School, based on dropout and attendance rates; and
- Reagan High School based on dropout rate.

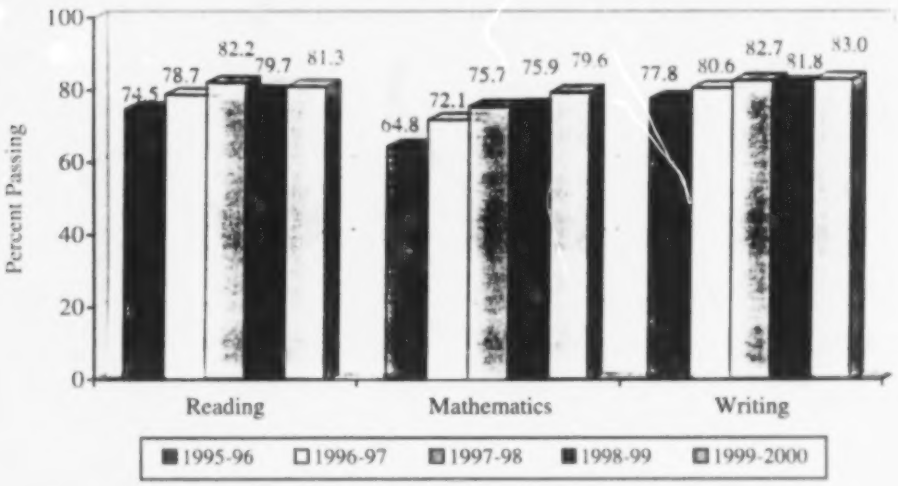
This is the second year for Dobie, Pearce, and Reagan to be on the *Low Performing* list.

Three Title I elementary schools (Dawson, Maplewood, and Ridgetop) were designated *Recognized* for 2000. TEA gave additional acknowledgment for growth in scores among peer schools in reading to two Title I elementary schools, Dawson and Graham.

District Comparison

The percentage of students passing TAAS in the district increased in each subject area this year after declining in reading and writing in 1999. This pattern of improvement and decline in the percentage of students passing TAAS for Title I students mirrors the district (see Figures 16-18). The district received an overall rating of *Acceptable* by TEA for 2000 with 10 *Exemplary*, 9 *Recognized*, 69 *Acceptable*, and 9 *Low Performing* schools. Of the nine schools rated *Low Performing*, four were Title I schools and five were non-Title I high schools. Figure 50 shows the TAAS percent of students passing for the district, grades 3-8 and 10, 1995-96 through 1999-2000.

Figure 50: TAAS Percent of Students Passing for the District, Grades 3-8 and 10, 1995-96 through 1999-2000



Summary and Recommendations

Overall, the percent of Title I students passing TAAS has increased in 2000 for reading, mathematics, and writing after a decline in all subjects in 1999. Achievement for Title I students remains well below that of non-Title I students in AISD. When TAAS scores are examined by disaggregated groups, it can be seen that the percentage of economically disadvantaged, Hispanic, and African American students passing has a similar pattern to those for students in these groups in non-Title I schools. However, there is a gap between student results in these groups and results for White students.

In the second year of a new accountability plan that includes students in special education and Spanish-speaking students, Title I schools showed increases in percentage of students passing in all subjects and for all groups, except for White middle school students in

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writing. The largest increases in percentage of students passing TAAS were made in writing in Title I elementary schools and in mathematics in Title I middle schools.

When looking at achievement by grade, there is a contrast in the percent of students passing TAAS in grade 6 at middle school. Grade 6 students at the elementary level had the highest percentages passing TAAS reading and mathematics for all comparisons of Title I students by grade. However, grade 6 students at both Title I and non-Title I middle school had the lowest percent of students passing TAAS reading and mathematics of any other grade level followed by grade 7. The percentages of students passing for African American, Hispanics, and economically disadvantaged were very low (slightly above the *Acceptable* rating of 50%).

The district challenge is to improve TAAS passing rates at all AISD campuses, particularly the Title I campuses. Four of the nine low performing schools for 2000 are Title I schools. Dropout and attendance rates are of concern for secondary AISD schools as well. Only three of the schools designated low performing were for academic performance, but, as the bar is raised and 55% of students must pass TAAS for a campus to be designated *Acceptable* in 2002, schools below the 55% level this year will need to continue to monitor achievement closely. In 1999-2000, the district administered two practice TAAS tests prior to the actual testing dates. This may have impacted the academic improvement that was made this year. In addition, teams of district support staff were sent to schools to assist campuses that were rated *Low Performing* in 1999. The following recommendations are offered:

- The district will need to increase efforts to monitor achievement and find ways to assist campus staff with the challenge of raising academic achievement of all students, as well as focusing on attendance and dropout prevention.
- Professional development in subject area content should continue in order to improve student achievement. Mandatory districtwide training for teachers in literacy, mathematics, and writing initiatives will be important tools to improve student achievement.
- Intensive structured summer programs with strong academic focus will be needed to close the gap between Title I and non-Title I schools. The district should discourage Title I schools from having loosely structured summer programs simply because there is Title I money available. If Title I funds are used for summer programs, the programs should be assessed with a pre- and posttest instrument to measure gains.
- Title I schools should utilize reading intervention for students in grades 1-3 offered in the districtwide summer program, *Summer Opportunity to Accelerate Reading*, and use Title I funds for students in other grades for reading or for students in any grade for mathematics.
- The percentage of African American, Hispanic and economically disadvantaged students passing TAAS reading and mathematics at grade 6 and grade 7 at Title I and non-Title I schools is an issue of concern. Intervention programs are needed to target those students in need of academic tutoring.

PARENT AND COMMUNITY INVOLVEMENT

PARENTAL INVOLVEMENT

An important component of a Title I program is the involvement of parents in the education of their children. By working in partnership with the schools and the community, parents provide critical support to the education process. During the past year, campuses have taken advantage of the opportunities for parent involvement that are available through the Family Resource Center, a parental support service, located at Allan elementary school. Numerous efforts have been made to involve parents in the education of their children. Parent education staff offered workshops, seminars, and activities designed to enhance parenting skills and to encourage participation by parents and the community in the education of children. The Family Resource Center was a valuable resource for many activities throughout the year, and School Support staff were able to undertake a number of activities through the center. In addition, the parent education staff engaged in joint efforts with AISD school support services staff and other organizations in the district and community to offer numerous programs, including parenting classes, literacy programs, and ESL instruction.

Despite this support, the number of parents who attend meetings and participate in school-sponsored activities remains small when compared with the total number of parents in the district. Parent educators, particularly principals, need to pay greater attention to successful parental activities, they also need to make more effort to reach the large number of parents who are currently disengaged from school-sponsored activities and to determine if the activities undertaken and the time spent by parent education specialists are the most effective and efficient use of this district resource.

OVERVIEW

This section describes programs that were initiated by parent education staff to encourage parent and community involvement in AISD Title I schools during 1999-2000. In addition to the Title I-funded parent education staff, there are also community liaisons who are locally funded under the Account for Learning grant (see OPE Publication 9.10, *Account for Learning Evaluation Report, 1999-2000* for a complete explanation of their duties and activities). Programs discussed in this section include school-level parental involvement, the Parent Advisory Council, and the Family Resource Center housed at Allan Elementary. The information about parent and community involvement was compiled from surveys completed by parent education or community liaison staff, primarily designed to gather data on how parent education or community liaison staff spend their work time, the number of parents or community members participating in school activities, and the percentage of parents and guardians involved in campus activities during the spring semester.

Surveys were returned from 30 (67%) of the 45 Title I-funded schools with parent education or community liaison staff. Minutes from the monthly parent educators meetings, staff development sign-in sheets, and Austin Partners in Education (APIE) records were also used as support documentation.

SCHOOL-LEVEL PARENTAL INVOLVEMENT

Title I funds are allocated for school-level parental involvement activities, including family literacy training and instruction to enhance parenting skills. According to Title I

regulations, parents of children participating in Title I-funded programs must be involved in decisions regarding how parental involvement funds are spent. Forty-five Title I schools (all except Graham, Joslin, Maplewood, Pleasant Hill, and Travis Heights) funded at least one staff member whose primary responsibility was to assist with campus-level parent and community involvement. An additional three high schools, one middle school and three elementary schools fund parent education staff through either Account for Learning or ExceL, two local grants.

Parent education and community liaison staff primarily spent their time providing information to parents through mail-outs, flyers, newsletters and phone calls; preparing for and conducting house meetings and home visits; recruiting, organizing, and training parents and community volunteers and mentors; attending meetings, such as those sponsored by the parent training specialists; preparing for and conducting workshops, classes, and assemblies; and transporting students and parents.

A tally of parental attendance and participation in campus activities indicates that parents were most likely to be involved in a school-sponsored Family Night (n=9,365). This activity was followed closely in popularity by student assemblies (n=6,055). On the other hand, only 948 parents took advantage of computer classes offered through the schools, and 1,013 attended ESL classes. Although babysitting is available at most parent education-sponsored activities, it appears that activities in which the entire family can participate are better attended than are those involving adults only.

Adult Literacy

To help parents who would like to improve their own skills in reading and writing, Title I guidelines suggest working cooperatively with other programs in the district, including the adult literacy program. Fourteen of the 45 parent education or community liaison staff members held adult literacy classes at their schools or placed adults in sessions at other campuses during the 1999-2000 school year. They enrolled 959 adults between August 1999 and May 2000, 103 of whom were already gainfully employed. One hundred and ninety-one of the enrolled adults completed the classes, and 62 entered the workforce for the first time. In contrast, 108 adults completed the adult literacy course during the 1998-99 school year, representing an approximately 77% increase in the number of adults who completed the program this year.

District-Level Parent Activities

The goals established by the Parent Programs Specialist, include the following:

1. Provide support and assistance to Title I and non-Title I campuses in implementing the necessary strategies to engage the involvement of parents in the education of their children.
2. Promote the establishment of a family resource center in each school with a parent education or community liaison staff.
3. Maintain lines of communication with parent groups and organizations to facilitate coordination and collaboration.

One way in which the parent programs specialist addressed these goals was through the two Parent Advisory Council (PAC) meetings that were held during the school year. A total of seventy Title I regular and Title I migrant parents and AISD staff attended these meetings that were designed to inform parents about the overall program, the latest Title I updates or proposed

changes; solicit parents' comments; and provide the latest information on social or governmental issues.

Parent Programs, a part of AISD's Department of School Support Services, is housed in the Family Resource Center at Allan Elementary School. The parent programs specialist oversees the office that serves primarily to provide training for parents of Title I students. Occasionally the parent programs specialist serves as a liaison between parent education staff and principals. According to Mr. Estrello, the parent programs specialist, the Family Resource Center selected materials for staff development activities based on local and state requirements for parent involvement, and on requests from parent educators, parents, and principals. Two major parental support activities were scheduled for late summer implementation (July and August): *Parent Involvement 101*, a continuation of parent involvement workshops; and orientation sessions for new parent education staff.

Mr. Estrello strongly feels that the Family Resource Center's operations could be greatly improved if AISD administrators would sanction the center to be open two nights per week. During this time, Mr. Estrello indicates the center could provide parental assistance, conduct monthly parent workshops, and meet with parent support groups after work hours.

During the school year, six staff development sessions and two districtwide PAC meetings were sponsored by the Family Resource Center. When asked to describe a presentation he considered particularly successful during the past year, Mr. Estrello identified *Understanding Parent Involvement Requirements in Title I Schools*. The presentation was part of a PAC meeting, and provided an overview of the federal requirements for parent involvement for any school receiving Title I funding.

Review of sign-in sheets shows that only 10 (22%) of the Title I parent or community staff attended all six meetings. Mr. Estrello commented that staff development attendance averaged 65.1% for the year, and he indicated that a number of parent educators stated that they would attend more meetings if they could be released from their campuses for the two hours a month that the meetings require. Further, when asked for the reasons that they did not participate in more staff development or job-related meetings, parent training specialists indicated that other commitments (primarily job or family-related) or scheduling conflicts prevented them from attending.

RECOMMENDATIONS

In 1999-2000, the parent educator survey results and other support documents indicate parent education staff in AISD met their established goals. However, parent education staff has not taken full advantage of services offered by School Support Services, such as staff development and districtwide Parent Advisory Council meetings. It is recommended that a goal for next year's program is to increase parent educators' participation in these activities, supported by strong administrative (area superintendents) advocacy. Also, it is recommended that the parent education staff take an active role in disseminating information on successful parental involvement activities at Title I campuses in the district. It is further recommended that principals and central administration staff take responsibility for ensuring that campuses throughout the district are aware of successful practices currently in place.

COMMUNITY PARTNERSHIPS

Programs funded under Title I are encouraged to use strategies that address the needs of children through building stronger partnerships between schools and communities. AISD has access to many local business and community volunteers through Austin Partners in Education (APIE), formerly the Austin Adopt-A-School program. Both monetary donations and volunteer hours add invaluable resources to Title I schools. (See *Austin Partners in Education May 2000 Annual Report* for a complete explanation of this volunteer program.)

Title I schools with parent education staff received $848,807 in in-kind contributions and $110,600 in cash contributions from local APIE stakeholders. While impressive, these numbers are still considerably below the totals for non-Title I schools ($2,028,148 and $3,001,871 respectively). See Appendix C for detailed fiscal information on community partnerships. Also, this same appendix contains information on the number of volunteers and volunteer hours for Title I schools with parent education staff, for Title I schools without parent education staff, and for non-Title I schools. It should be noted that the overall number of volunteer hours for Title I schools with parent education staff (101,811 hours), while still impressive, has declined from the 1997-98 school year, when 179,526 hours were donated.

Forty-five Title I schools that have parent education/community liaison staff received 101,811 hours of volunteer service during the 1999-2000 school year. Using the nationally assigned hourly rate of pay ($14.80), the dollar amount equals $1,506,803, which is slightly more than half the amount volunteered in the non-Title I schools ($2,935,402).

CONCLUSION AND RECOMMENDATIONS

The parent education staff was successful in encouraging the support of the community through contributions and volunteer time. Although Title I schools do not receive as many volunteers or volunteer hours relative to other schools in the district, those Title I schools that have parent education staff receive relatively more of these benefits than do Title I schools without parent education staff.

Apparent declines in volunteer participation may partly be explained by the incomplete reporting practices of some of the schools. For 1999-2000, nine Title I schools had community partners, but did not report data to the Austin Partners in Education office. Because both monetary donations and volunteer hours add invaluable resources to Title I schools, it is strongly recommended that Title I schools review community participation efforts and report numbers to the appropriate agencies so that volunteer efforts can receive public recognition. In those cases where true declines in the level of participation have occurred, campuses and parent education staff are encouraged to develop ways to bring community volunteers into the schools to provide the same level of assistance as they have experienced and benefited from in the past.

TITLE I MIGRANT EDUCATION

Title I Migrant Program

State educational agencies (SEAs) receive funds for identifying and addressing the special educational needs of migratory children in accordance with a comprehensive state plan that benefits migrant children ages 3 through 21 (or until attainment of a high school degree, whichever comes first).

AISD directs Title I Migrant funds to provide educational materials, supplies, tutorial instruction, and individual support service to migrant students in grades K-6, to provide supplementary instruction to secondary migrant students at risk of academic failure, and to assist families with social and health needs.

The New Generation System (NGS) records indicate that 267 migrant students resided in the AISD attendance area over a 12 month period in 1999-2000. Demographic data for these migrant students show that 98% of the total migrant population is minority and 53% is male.

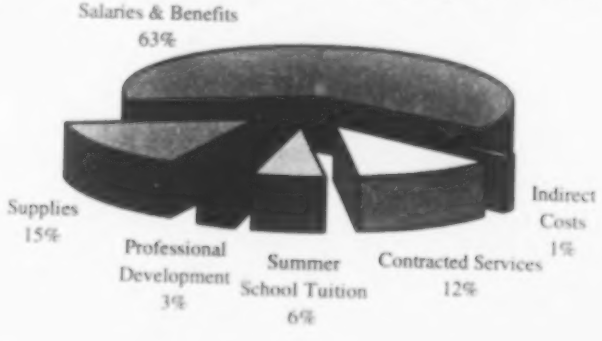
Several secondary AISD schools with identified at-risk migrant students were given funds to provide supplementary instructional materials/services during the school year. Johnston High School and Burnet, Mendez, Pearce and Webb middle schools received funds for supplementary tutorial services during the 1999-2000 school year, and Lanier High School received funds for summer school tutors.

Program Costs

The 1999-2000 AISD Title I Migrant program budget allocation was $165,602. Sixty-five percent of the Title I Migrant allocation was used for salaries and benefits for a recruiter/parent involvement specialist, a National Generation System (NGS) data tracking specialist/recruiter, middle school and high school tutors, and partial salaries for evaluation and support staff. Also, $4,342 or 4% of the salary allocation was a one-time expense for staff and records update.

In addition, 12% of the migrant funds were allocated to contract services that included summer recruiting and medical/dental services. Summer school tuition for migrant students was provided at a cost of $9,460. Supplies and materials (15% of the budget) included instructional materials, reproduction costs, and general supplies. The remainder of the funds included 3% for travel and registration fees for professional development and 1% for indirect costs. Figure 51 shows the percentages of the Title I Migrant budget allocated in each of these areas.

Figure 51: 1999-2000 Title I Migrant Budget Allocations



Supplementary Instruction

The AISD Title I Migrant Education Program consists of a supplementary instructional program that provides direct instructional services to migrant students through tutoring or indirect services through books and/or other instructional materials purchased with migrant funds; summer programs; and migrant program services. During the regular school year, twenty-nine migrant students were provided tutorial service. Migrant funds were used to pay tuition for 15 secondary students to attend summer school classes. In addition, seventeen students attended AISD's Title I tuition-free summer school, and 15 pre-K or kindergarten students attended Limited English Proficiency (LEP) summer activities. In total, 47 migrant students participated in summer school activities.

Attendance Data

Attendance data were analyzed for migrant students districtwide. These figures for students districtwide include migrant students at the respective grade levels. The 1999-2000 attendance data presented in Table 8 indicate that the attendance patterns for migrant students were similar to the patterns for students districtwide, with higher attendance rates in the fall than in the spring. Also, attendance is highest at the middle school level and lowest at the high school level. However, the attendance rates for migrant students are higher than the attendance rates for students districtwide at the elementary and middle school levels.

Table 8: Elementary, Middle School, and High School Attendance Rates for Title I Migrant Students and Students Districtwide, 1999-2000

Average Attendance Rate Semesters		Migrant	District
Elementary:	Fall 1999	97.0	96.4
	Spring 2000	96.8	95.6
Middle School:	Fall 1999	98.0	95.1
	Spring 2000	94.9	93.5
High School:	Fall 1999	84.7	89.0
	Spring 2000	82.4	86.9

In addition to favorable attendance data, discipline rates for middle school migrant students are lower than discipline rates for middle school students districtwide. By spring 2000, GPAs for high school migrant students were within 0.2% of high school students districtwide.

Achievement Data

Achievement data were analyzed for migrant students at elementary and secondary schools to determine the effectiveness of migrant supplementary instructional services. TAAS data presented in Table 9 show that the percentages of grade 7 migrant students passing TAAS reading and all tests taken are below 50%. The percentage of migrant students passing TAAS mathematics was higher than the percent passing reading, writing, and all tests taken for each of the grades reported.

Table 9: Percent of Title I Migrant Students Passing TAAS in 1999-2000

Subject	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Exit Level
Reading	*	*	*	57	44	*	75
Mathematics	*	*	*	71	60	*	75
Writing	N/A	*	N/A	N/A	N/A	*	69
All Tests Taken	*	*	*	57	38	*	63

Note: * Percentages passing at grades 3-5 and 8 are not included on this table because too few migrant students were tested. TAAS writing is administered only at grades 4, 8 and exit level.

Migrant Program Services

Two full-time staff members, a New Generation System (NGS) specialist/recruiter and a recruiter/parent involvement specialist, provide migrant program services to students in AISD. The NGS system allows for national coordination of the migrant program, and the system has helped AISD migrant staff to identify and track the movement of migrant students. Both the specialist and the recruiter worked closely with AISD's parent involvement program. These staff members provided essential services to the migrant program by identifying at-risk secondary migrant students; initiating preventative or recovery efforts with these students; and coordinating various support services including dental and medical care in 309 cases (duplicated count).

Coordination with state and local agencies to secure services for migrant students and their families has been beneficial to 3-year olds, teenage-parents, and school-age children in general. Also, the migrant staff fosters communication between parents and schools. The Austin area has experienced a general decline in migrant industry over the years; therefore, the number of students eligible for migrant status has declined in AISD.

Migrant Case Study

Title I migrant supplementary services help migrant students achieve scholastically. During the 1999-2000 school year, Title I staff developed and implemented a Migrant Case Study Student and Family Survey to highlight the positive effect of supplementary Title I Migrant instructional and support services. Survey questions focused on how the students and families found out about the migrant program, which instructional or support services they used, and what post-secondary plans the students have. Four persons, two secondary students and two female heads of household, were interviewed. The migrant NGS clerk and the recruiter teamed with another member of the Title I Migrant staff to conduct the interviews.

Study Findings

Title I migrant support service staff selected the students and parents for the interviews. The results of the interviews are as follows:

(1) First interviewee, a graduating senior with a 3.3 GPA, attends Lanier High School and plans on majoring in genetics. Her mother found out about the migrant program when she registered the interviewee's younger sister at Wooldridge in the 1998-99 school year. The family had recently left Mexico.

The student had used all of the migrant services offered at her school except supplementary instruction. She did not know how long she could receive the services or how she

qualified for them. She said her mother knew about these matters, and indicated that the mother had helped her make the decision to use the migrant services.

She does know about the support services offered at her school and had used them in her quest for a scholarship. She applied for a scholarship to Southwest Texas State University in San Marcos and was accepted, only to have them retract the scholarship because she is a non-US resident. However, she plans on applying to the University of Texas at Austin, which may be able to offer her a non-resident scholarship.

(2) Second person interviewed was an adult female, mother of three. Two of her children are currently enrolled in AISD. The mother indicated she found out about the migrant program through the survey she filled out at her youngest daughter's school. She said she uses many of the services; especially the medical, dental, vision and school supplies. She knew the family qualified for the program because of their recent work "down south" in the fields. She wants her children to attend the local community college when they graduate from high school.

(3&4) Third and fourth persons interviewed were a student and his mother. The student is a seventh grader at Kealing Junior High. There were only three things he was sure of during the interview: he had used the medical and dental services; he definitely wanted to play professional soccer when he graduated from high school; and he did not want to go to summer school. Review of his six-weeks grades showed a grade point average of 85.9.

His mother has three other children. Another migrant parent told her about the migrant support service program. This parent also convinced her to use the services. She uses the medical, school supplies, summer school, and coat voucher services. She was not knowledgeable about the length of allowable participation time. However, she was aware of how the family qualified for the program. She wants her children to continue their education after graduating from high school. Also she wants them to find good jobs. She mentioned that providing an explanation of her children's report cards is the primary service that Title I migrant staff could make available to her. The recruiter reviewed the report cards of the three younger children with the mother and pointed out areas of concern. The mother allowed the recruiter to sign them up for the tuition-free Title I 2000 summer school program as well.

In summary, both students interviewed had used most of the migrant support services extensively, with the exception of supplementary academics in their secondary course work. Based on the parent interviews, parents are most likely to learn about the migrant program at the elementary school level, and they express a desire for their children to continue their education after graduating from high school.

RECOMMENDATIONS

It is recommended that migrant support services survey migrant parents in the fall of the new school year to determine their training needs. Also, it is recommended that the residency status of school age children be determined at the time they are recruited.

APPENDICES

Appendix A: Participating AISD Schools by Type of Title I Program, 1999-2000

Title I Schools	Schoolwide Program	Full-Day Pre-K	Title I Migrant
Allan	x	x	
Allison	x	x	
Andrews	x	x	
Barrington	x	x	
Becker	x	x	
Blackshear	x	x	
Blanton	x	x	
Brooke	x	x	
Brown	x	x	
Campbell	x	x	
Cook	x		
Dawson	x	x	
Galindo	x	x	
Govalle	x	x	
Graham	x		
Harris	x	x	
Hart	x		
Houston	x	x	
Jordan	x	x	
Joslin	x		
Langford	x	x	
Linder	x	x	
Maplewood	x		
Metz	x	x	
Norman	x	x	
Oak Springs	x	x	
Odom	x		
Ortega	x	x	
Palm	x		
Pecan Springs	x	x	
Pleasant Hill	x		
Reilly	x	x	
Ridgetop	x	x	
Rodriguez	x		
St. Elmo	x		
Sanchez	x	x	
Sims	x	x	
Travis Heights	x		
Walnut Creek	x	x	
Widen	x	x	
Winn	x	x	
Wooldridge	x	x	
Wooten	x	x	
Zavala	x	x	
Dobie MS	x		
Fulmore MS	x		
Mendez MS	x		x
Pearce MS	x		
Webb MS	x		x
Reagan HS	x		

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Appendix B: Community Involvement for Title I Schools With And Without Parent Education Staff By Type, 1999-2000

School	Number of Parent Educators	Partners or Friends	Cash	Cash Value of In-Kind Contributions	Number of Volunteers	Number of Volunteer Hours
Allan	2	18	$ 900	$26,874	203	6,371
Allison	1	14	10,900	13,786	36	1,130
Andrews	1	15	320	14,396	101	1,860
Barrington	1	16	1,525	1,950	32	470
Becker	1	17	3,405	50,466	141	4,581
Blackshear	1	32	*	*	*	*
Blanton	1	23	1,488	18,970	114	
Brooke	1	34	750	21,401	35	2,697
Brown	1	9	*	*	*	*
Campbell	1	8	125	000	0	0
Cook	1	26	5,000	6,250	186	8,262
Dawson	1	19	0	700	0	30
Galindo	1	8	2,700	2,510	70	2,500
Govalle	1	12	3,330	50,345	175	3,719
Graham	0	18	2,800	3,740	70	170
Harris	1	5	2,600	300	69	865
Hart	1	19	250	83,000	122	1,812
Houston	1	14	1,230	28,342	83	8,028
Jordan	1	20	12,500	39,636	151	3,008
Joslin	0	24	*	*	*	*
Langford	1	10	961	9,262	308	2,638
Linder	1	14	400	620	88	7,000
Maplewood	0	22	580	1,325	348	4,033
Metz	1	15	2,257	1,450	76	780
Norman	1	17	2,500	7,770	189	1,277
Oak Springs	1	18	*	*	*	*
Odom	1	15	100	165,210	72	1,131
Ortega	1	9	2,350	28,700	188	8,190
Palm	1	8	*	*	*	*
Pecan Spgs.	1	61	806	16,741	132	1,734
Pleasant Hill	0	11	0	10,323	35	329
Reilly	1	14	1,185	4,633	140	650
Ridgetop	1	14	1,500	2,600	37	330
Rodriguez	1	18	2,625	9,755	92	1,938
Sanchez	1	15	0	15,900	153	4,000
Sims	1	29	2,730	12,280	259	5,690
St Elmo	1	18	9,755	220	10	180

*Legend: Asterisk in column means no data were forwarded to the District office.

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APPENDIX G: Continued

School	Number of Parent Educators	Partners or Friends	Cash	Cash Value of In-Kind Contribution	Number of Volunteers	Number of Volunteer Hours
Travis Heights	1	20	$ 1,599	$ 93,225	41	4,845
Walnut Creek	1	18	*	*	*	*
Widen	1	13	1,425	33,462	28	769
Winn	1	13	4,000	2,500	48	3,900
Wooldridge	1	25	1,850	18,400	227	1,445
Wooten	1	14	2,525	41,344	108	2,772
Zavala	1	27	4,600	9,500	30	733
Elementary Subtotal	42	789	$93,571	$857,886	4,197	102,326
Dobie MS	2	9	*	*	*	*
Fulmore MS	1	17	13,509	13,509	209	1,607
Mendez MS	1	19	6,900	300	16	310
Pearce MS	1	18	*	*	*	*
Webb Ms	1	16	0	2,500	49	2,100
Reagan HS	1	25	*	*	*	*
Secondary Subtotal	7	104	$20,409	$16,309	274	4,017
TOTAL	49	893	$113,980	$864,195	4,471	106,343

Appendix C: Community Involvement Data

In-Kind and Cash Contributions for Title I Schools With/Without Parent Education Staff and for Other District Schools, 1999-2000

Grade	Cash Value of In-Kind Contributions: Other District Schools	Cash Value of In-Kind Contributions: Title I With Parent Educators	Cash Value of In-Kind Contributions: Title I w/o Parent Educators	Cash Contributions: Other District Schools	Cash Contributions: Title I With Parent Educators	Cash Contributions: Title I w/o Parent Educators
Elementary	$ 225,696	$832,498	$15,388	$ 101,385	$ 90,191	$3,380
Middle/Jr. High	$ 132,139	$ 16,309	0	$ 60,688	$ 20,409	0
High School	$ 269,175	0	0	$ 91,078	0	0
Other*	$1,401,138	0	0	$2,748,720	0	0
Total	$2,028,148	$848,807	$15,388	$3,001,871	$110,600	$3,380

* Refers to donors or partners such as the Clifton Center, school board members, and AISD directors or coordinators. (See the 1999-2000 Austin Partners in Education Report for a complete list.)

Community Involvement – Number of Volunteers and Volunteer Hours for Schools Districtwide and for Title I Schools With/Without Parent Education Staff, 1999-2000

Grade	Number of Volunteers: Other District Schools	Number of Volunteers: Title I with Parent Educators	Number of Volunteers: Title I w/o Parent Educators	Number of Volunteer Hours: Other District Schools	Number of Volunteer Hours: Title I With Parent Educators	Number of Volunteer Hours: Title I w/o Parent Educators
Elementary	4,414	3,744	453	118,614	97,794	4,532
Middle/Jr. High	568	274	0	13,986	4,017	0
High School	1,579	0	0	65,738	0	0
Other*	1,271	0	0	53,939	0	0
Total	7,832	4,018	453	252,277	101,811	4,532

* Refers to donors or partners such as the Clifton Center, school board members, and AISD directors or coordinators. (See the 1999-2000 Austin Partners in Education Report for a complete list.)

To determine the monetary value of volunteer services, the Austin Partners in Education office uses the nationally assigned value of $14.80 as an hourly rate of pay. The following values were derived based on this rate:

- Title I schools with parent education staff (101,811 hours) $1,506,803
- Title I schools without parent education staff (4,532 hours) $ 67,074
- All other AISD schools (198,338 hours) $2,935,402
- District Total $4,509,279

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